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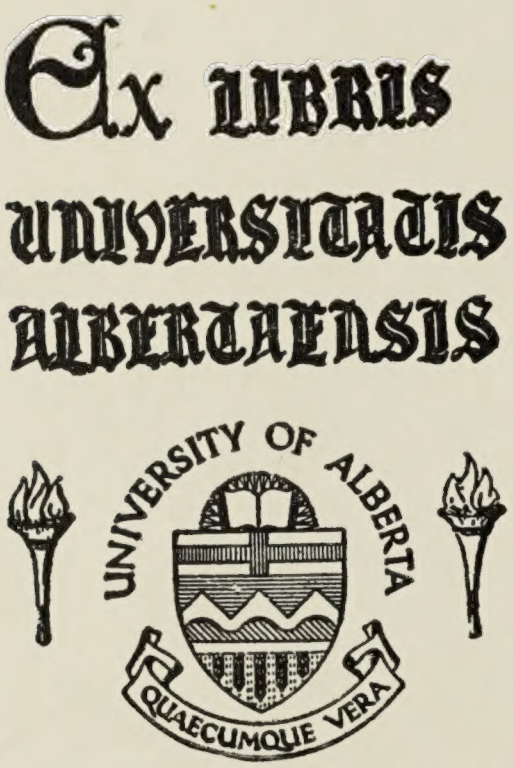

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UNIVERSITY OF ALBERTA

THE PREPARATION OF AN HONOURS PROGRAMME IN ENGLISH FOR THE SENIOR HIGH SCHOOLS OF MEDICINE HAT, ALBERTA

A THESIS PRESENTED TO THE FACULTY OF GRADUATE STUDIES

BY GEORGE EDWARD SHIEL IN PARTIAL FULFILMENT

OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF EDUCATION

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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend Faculty of Graduate Studies for acceptance a thesis entitled THE PREPARATION OF AN HONOURS PROGRAMME IN ENGLISH FOR THE SENIOR HIGH SCHOOLS OF MEDICINE HAT, ALBERTA, submitted by GEORGE EDWARD SHIEL in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

Because of much adverse comment from many authoritative sources, beginning with James Conant and ending with the findings of Royal Commissions on Education in Alberta, British Columbia, and Manitoba, the members of the English Department of the Medicine Hat High School felt compelled to accept the criticism that the secondary school was not providing adequately for the superior student. There was unanimous support among them for the introduction of a programme of research into the problem, with a view to the initiation of some enriched instruction in the Medicine Hat secondary schools. The record of the attempts which were subsequently made during the period 1961 to 1965 to achieve this goal is the subject of this thesis.

Initial meetings of the Department of English were held and some rapid and rather superficial examinationwas made of work in the field of enrichment that was already being carried on. In particular, contact was made with the Committee of the Special Six-Year Study in Calgary, and minutes of the meetings of this Committee were made available to the teachers in Medicine Hat. Educational and professional magazines were also searched for related material.

As a result of this initial enquiry, it was decided to introduce into the Medicine Hat High School, at the grade ten and the grade eleven level, pilot projects in both special content and special teaching procedures for superior students. These projects were put into operation in the session 1961-62, and an evaluative report was prepared at the end of that year. This report tended to show that many mistakes had been made, that several of the selections of content were unwise, and that many of the results were unexpected and even disappointing.

However, there were certain indications that interest had been aroused among the superior students either because of the new content or because of the different classroom atmosphere. Reports of student reaction were favourable enough to encourage the teachers to undertake further research.

It was at this point that organizational changes within the Medicine Hat School system made inevitable some delay in further implementing these pilot projects in the classroom. The English Department therefore decided to make full use of this interval by undertaking a more thorough investigation of the problem of special education for superior students. This was done in two ways:

1. By a wider investigation of material available in professional and academic journals.
2. By detailed examination of a number of American school systems noted for their work in the field of enrichment.

After correspondence with the Office of Education in Washington, with the National Education Association, with the National Council of Teachers of English, and with Dr. Bisch of the Project on the Academically talented student, the systems of Evanston, Illinois, Abingdon, Pennsylvania, and Tucson, Arizona, were selected for the purposes of this study: but contact was also maintained with the Heads of the English Departments in Portland, Cleveland, and at the Jamaica High School in New York. This third stage of thorough investigation lasted until 1964, and was concentrated on finding more definite answers to four basic problems of devising a special curriculum for superior students:

1. What should be the philosophy and the basic aims of a special

programme of instruction for superior students?

2. On what basis can such students be recognized and selected?
3. What type of course content will best meet the special needs of the superior student?
4. What changes in instructional practices are desirable in order to make these special courses most effective?

Gradually information accumulated, and although there was much conflicting and even contradictory evidence, by 1964 it was felt that a strong enough consensus had been found on certain broad approaches to the problem that it was possible at that time to begin the next stage of the process of curriculum planning, the preparation of a full programme of special education for superior students in the Medicine Hat High Schools. Consequently, during the session 1964-65, this work was carried out, and a full programme of such courses was outlined in considerable detail with the intention of introducing these courses into the Medicine Hat High Schools as an Honours Programme in the session 1965-66.

This marks the end of the present study. But the experiment is by no means complete. For many years, yet, a constant process of classroom experimentation, yearly evaluation, amendment, and further experimentation will have to be carried out. But this thesis attempts to lay the basis of philosophy and pedagogy on which future progress can be built.

ACKNOWLEDGEMENTS

I wish to acknowledge the help and encouragement I have received from Mr. F. Fisher and Mr. R. S. Drever, of the Medicine Hat High School, for their assistance and many helpful suggestions during the early days of the project; Dr. O. P. Larson, Superintendent of Schools for the Medicine Hat School District #76, for his help in supplying information regarding the organization of the Medicine Hat School System; the members of the Medicine Hat School Board, for their active interest in the project through the granting of special financial aid for the purchase of additional texts for the pilot projects; Dr. Ruth Godwin, of the Department of Secondary Education, University of Alberta, Edmonton, my thesis adviser, for her encouragement, helpful criticisms and constant patience; the following administrative personnel for their willingness to make readily available to me the results of their own work in the field of special programmes in their own school systems, and to supply me with course outlines and other official material issued by their school boards: Dr. Allan A. Glatthorn, Language Arts Coordinator, School District of Abingdon Township, Penn.; Dr. Robert D. Morrow, Superintendent of Schools, Tucson Public Schools, Arizona; Mr. Clarence Hach, Head of the English Department, Evanston Township High School, Illinois; Mr. Joseph Mersand, Chairman of the Division of English, Jamaica High School, Jamica 32, N.Y.; Miss Verda Evans, Supervisor of English, Board of Education, Cleveland, Ohio; Melvin W. Barnes, Superintendent of Schools, School District No. 1, Multnomah County, Oregon; Dr. C. E. Bish, Director of the Project on the Academically Talented Student, Washington, D.C., for his advice and for his willingness to supply freely much of the material prepared by

his Project; the members of the Special Six-Year Experimental and Advanced Program Committee of the Calgary School Board for their willingness to make available the minutes of their own meetings; the members of my own thesis committee, which, in addition to Dr. R. Godwin, was composed of Mr. W. Pilkington, Assistant Dean, Faculty of Education, University of Alberta, Edmonton, Dr. Keith Thomson, Department of Educational Foundations, Faculty of Education, University of Alberta, Edmonton.

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INTRODUCTION

This is the record of a five-year experiment in curriculum development carried forward in the Medicine Hat Public School District #76 in the Province of Alberta over the period 1960 to 1965. It began with the Medicine Hat High School and continued to its present partial completion in the Crescent Heights High School, when that new school was opened in 1962.

The experiment was concerned with the possibility of devising an enriched educational programme in English for the superior students in the Medicine Hat High Schools: a programme which would be more challenging, more interesting and more productive of a high level of academic achievement than was the prescribed curriculum demanded by the provincial Department of Education. The study was inaugurated in the Medicine Hat High School in 1960 by Mr. F. Fisher, the then Head of the English Department, under circumstances to be explained in later chapters of this report; he was assisted in these early stages by Mr. G. E. Shiel and Mr. R. Drever, members of his English Department. In 1962, the Medicine Hat High School became involved in an expansion programme into a Vocational School, Mr. Fisher was promoted to Vice-Principal, and Mr. Drever was promoted to fill the post of Department Head in charge of English, being made responsible for the development of special matriculation and vocational courses for the new programmes being set up in the vocational field. At the same time, Mr. Shiel was transferred to the new Crescent Heights High School as Head of the English Department. Since this new high school was almost entirely academically oriented, with only a few technical and commercial courses available as electives in grades ten, eleven and twelve, Mr. Shiel became responsible for

continuing the work of preparing special honours courses for superior students. In this work at Crescent Heights High School he has been aided by the willing cooperation of the members of his department: Mrs. Garrow, Mr. Rowley, Mr. Morrey, Mr. Rombough and Mrs. Simmerman.

This report of the five-year experiment has been prepared with three purposes in mind:

1. To make it easier for English teachers in other schools to extend the facilities available for superior students.
2. To increase the awareness and understanding of administrators and teachers in other subject areas of the importance of providing adequately for the needs of the superior student in our schools.
3. To indicate the basic principles -- philosophical, educational and social -- which justify the offering of such special educational opportunities to this select group.

The experiment is not yet complete; it never will be complete. But it has now reached a stage at which it has been possible to prepare in detail a course of enriched study in English for superior students which is based on the results of classroom experience over an extended period of time in certain school districts of the United States, and on knowledge of the needs and characteristics of superior students derived from the research and experiments of psychologists, educators, and many other kinds of investigators into the nature of giftedness. It was therefore felt that this was the logical point at which to produce a record of what had so far been done. Such a record is contained in this thesis.

CHAPTER ONE

THE IMPORTANCE OF THE PROBLEM

The competence of the all-inclusive secondary school to provide adequately for the gifted has been challenged almost since its inception.

1. STATEMENTS OF SPOKESMEN

Dr. A. H. Passow has noted that, as far back as 1927, the criticism was being made that the American schools were "non-selective and undifferentiated with regard to the quality of the pupil" and that "a low average of cooperation" was the inevitable result.[1] He has also suggested that this weakness has continued to grow rather than to decrease until, by 1939, he felt that it had to be regarded more as a danger than as a problem, in that it was tending to perpetuate a "cult of mediocrity" through a fallacious interpretation of democracy as "identity of opportunity" rather than "equality of opportunity."[2]

Lewis M. Terman also noted this trend in educational practice and condemned it in even stronger terms than those used by Dr. Passow. Terman traced the tendency back to such educators as Professor Bagley, who had argued that all children should have the same kind of school training, at least through the grades, and who had written with particular scorn of training the gifted for leadership. Bagley proposed, instead, that the important thing was to teach the average

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1. Harry A. Passow, "The Comprehensive High School and Gifted Youth," Teachers College Record LVII December, 1956, p. 147

2. Ibid., p. 148.

people when and where to tell their would-be leaders to "get off." Terman emphasized the fact that, although such arguments today might appear to us no less absurd than the argument that all children should have the same medical treatment, it is still true that Bagley's point of view not only survives today, but is, in fact, fairly widespread.[3]

As the result of twenty years of study devoted to an investigation of the problem of giftedness, Dr. Terman came to place particular emphasis on the social and national aspects of the situation arising from the unfortunate mishandling of the problem of the superior student. In 1954, Terman strongly urged that an identification of the external and internal factors that might help or hinder the fruition of exceptional talent, and the measurement of the extent of their influences, should be among the major problems of our times. He pointed out that such problems are not new, are not merely the product of unique modern conditions; but that their existence has been recognized by countless men from Plato to Francis Galton. He emphasized that there is an increasing awareness of these problems today among both educators and laymen, springing from the manpower shortage of the scientists, engineers, moral leaders, statesmen, scholars and teachers, more of whom the country must have if it is to survive in a threatened world.[4]

This view of the problem of educating the superior student (as a factor which is essential to our continued survival as a nation

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3. Lewis H. Terman and M. H. Oden. "Major Issues in the Education of Gifted Children," Journal of Teacher Education V, September, 1954, p. 231.

4. Lewis H. Terman. "The Discovery and Encouragement of Exceptional Talent," American Psychologist, June, 1954, pp. 221 - 230.

or even as human beings) is one which has received much attention from many prominent people in the past ten years (since the Russians launched their first Sputnik). It was his strong support for such a view that led Dr. Passow to sum up the arguments on this point in these words:[5]

> More recent anxieties about the nature of the secondary school programme have been linked to the question of national survival. As a consequence, education for the gifted is no longer a matter of concern for the school alone, but occupies the attention of governments and groups of all kinds as well.

Because such widespread attention from prominent authorities must be accepted as prima facie evidence of the urgency of the problem, it is pertinent to consider why the problem has remained unsolved and neglected for so long, and why preliminary steps have not been taken to facilitate the removal of whatever barriers have hindered the implementation of educational programmes adequate for superior students. It is abundantly clear that this failure of our educational system has in no degree been due to a refusal to accept the fact of individual differences among students, nor to accept the fact that such differences might require differentiated courses of study. School systems have long recognized and met the need for special programmes for exceptional children who are mentally, physically, socially or emotionally handicapped. How odd, then, that educators have failed to see that the gifted may also become handicapped unless special provisions are made for them too. It was the realization of the illogicality of our traditional approach to the problem of the superior student which led Dr. Louis A. Fliegler to observe that, in the past, "the tendency to reject an

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5. Harry A. Passow. "The Comprehensive High School and Gifted Youth," Teachers College Record LVIII, December, 1956, p. 145.

educational programme for the gifted was not based on a real understanding of the issues," and that, to prevent a continuation of this situation," we must at once formulate a sound and consistent philosophy for educating the gifted, and use it as a basis for action."[6]

Unless we can become aware of our past errors in our philosophical and practical attitudes, errors which made such inconsistencies possible, it is unlikely that significant improvements will be achieved.

II. EXPLANATIONS FOR PAST FAILURES

Many explanations have been suggested for these past inconsistencies and failures. It is probable that all of them may have contributed in some degree to the lack of success in dealing with the problem of the superior student; and for this reason, those explanations which would seem to have gained the most support, and to be backed by the most convincing evidence, are summarized below.

1. Dr. Passow has pointed out in several publications that there have always been quite a number of citizens who have believed it to be "undemocratic" to emphasize differences by making provisions for some that are not available to all. Dr. Passow's answer to this has been that democracy is not the fruit of conformity and uniformity, and that democracy withers if potential growth is fettered by limited and limiting experiences.[7]

Much the same type of answer was given by psychologist Morris

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6. Louis A. Fliegler. Curriculum Planning For the Gifted. Englewood Cliffs, N.J., Prentice-Hall Inc., 1961, p. 372.

7. Harry A.Passow. "Are We Short-Changing The Gifted?" School Executive LXXV, December, 1955, p. 56.

Mesiter when he stated that the great American ideal of education for all children must be reappraised in terms of equality of educational opportunity not being confused with identity of educational exposure.[8] He further maintained that it was the essence of democracy to give each individual the opportunity to develop his capacities to their maximum potential.

In the light of such statements as those given in the preceding paragraph, one is inclined to conclude that, in the past, the educational emphasis has been on quantity, but that the time may well have come when this emphasis should shift to quality of education. In the field of English, it is not difficult to find strong evidence that two decades of almost universal education at senior high, and even college, level have done little to raise or alter the tastes and reading habits of the American people, but one instance will suffice. If we compare the growth of magazine circulation since 1947, it will be found that, among all the forty or more magazines with circulations of over one million copies per issue, not a single quality or intellectual magazine has a place. Again, since 1927, the circulations of fifteen magazines have increased at least one hundred per cent from less than three million to over six million; but all the magazines in this group, the popularity of which has grown so remarkably, are either slick or pulp magazines. Over the same period, the circulations of quality magazines, such as Atlantic or Harper's, have at the best remained almost stationary, making allowance for the natural increase due to an

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8. Morris Mesiter. "Cooperation of Secondary Schools and Colleges in Acceleration of the Gifted Student," Journal of Educational Psychology XXIX, January, 1956, p. 224.

increase of population.[9]

2. It has long been a popular belief among Americans that "talent will out"; that, if it be real talent, it will be irrepressible; that it will follow a natural course of development; that it should not be rewarded until it has proved itself in competition.[10] The clear implication of such beliefs, as Dr. Passow has pointed out, is that "talent will inevitably emerge and that no extra efforts need be devoted to identifying or developing these bents."[11] For too long, such has tended to be the attitudes of educators, school boards and parents. It is only in comparatively recent times that psychologists such as Douglas Thom have been able to gain any measure of acceptance among the population generally for their constantly reiterated warnings that "extremely high intelligence is as far from the normal as is mental deficiency, and it creates problems of its own that may be as acute, though not as depressing, as the problems of the inferior intelligence."[12]

Robert Havighurst has also suggested that, coupled with this rather superstitious traditional attitude among Americans, has been the deep-seated Puritan attitude that nothing good should come easily, that a person should work slavishly, especially while young; and that the situation is further complicated by the fact that Americans tend on the whole to distrust the talented person as an individual who is somewhat

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9. T. Peterson. Magazines in the Twentieth Century, Urbana, Univ. of Illinois Press, 1956, p. 58.

10. Robert J. Havighurst. "Conditions Favourable and Detrimental to the Development of Talent," School Review LXV, March, 1957, p. 24.

11. Harry A. Passow. "Are We Short-Changing the Gifted?" School Executive LXXV, December, 1955, p. 56.

12. Douglas A. Thom and N. L. Newell. "Hazards of the High IQ," Mental Hygiene XXIX, p. 67.

"queer."[13] The net result of this confusion of inherited complexes has been that, even today, there is a strong American tendency to discourage the development of special gifts in children, but rather to encourage them to become "well-rounded" average persons instead of "somewhat eccentric geniuses."[14]

3. Another factor which has undoubtedly contributed to the consistent lack of consideration for the superior student in our schools has been our cultural attitudes towards the gifted. Throughout several of her books, anthropologist Margaret Mead has presented a grim picture of the effects of this restraint of giftedness in our American culture. She has pointed out that, because any degree of superiority may cut one off from his group, we tend to level differences rather than to encourage them. "We extol," she says, "the success which caps hard work and perseverance; but we call it luck and even withhold recognition from the gifted person whose ability enables him to outshine his peers without straining."[15]

Two other aspects of this particular American attitude towards giftedness have been studied by Dr. Passow and by psychologist Sidney L. Pressey. Dr. Passow has pointed out the inconsistencies of this public attitude; he has shown that these attitudes towards superiority - irrespective of the field - are not the same towards all talents, nor at all age levels. He has quoted as an example the fact that, in our

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13. Robert J. Havighurst. "Conditions Favourable and Detrimental to the Development of Talent," School Review LXV, March, 1957, p. 25.

14. Ibid., p. 26.

15. Harry A.Passow. "Are We Short-Changing the Gifted?", School Executive LXXV, December 1955, p. 55.

culture, the outstanding athlete may be welcomed more, and treated more sympathetically, than the scholar; and that the child who is encouraged for his precocity in the early grades may be merely tolerated or even ridiculed in his secondary school for the same behaviour.[16] Sidney Pressey expressed the belief that, because of this long indifference to the needs of the gifted, there is almost none of the individualized guidance and instruction for outstanding scholars that is so readily available for outstanding athletes or gifted musicians. He pointed out that a good music teacher is usually interested in finding, and training individually, pupils who are gifted musically; and that the athletic coach tries to find and bring to peak performance, through individualized training routines, the ablest young athletes in his school; but that the usual public school teacher does not have the time, nor the attitude, nor the methods, nor the expert skills to do much, if anything, for "another young Macaulay or Fransworth" in his classes.[17]

4. The problem of administering such special educational facilities, even if they were introduced into the public school system, has been another powerful factor in holding back any provisions for the superior student. While it might be true that there has been a large measure of universal agreement, in principle, that educators should provide each pupil with learning experiences that will help him grow to the best of his ability, the administrative arrangements for providing these experiences is still hotly and emotionally debated in many localities.[18]

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16. Ibid., p. 56

17. Sidney L. Pressey. "Concerning the Nature and Nurture of Genius," Scientific Monthly LXVIII, September, 1955, p. 125.

18. Educational Policies Commission of the NEA, as quoted by Joseph L. French (ed.) Educating The Gifted: A Book of Readings, New York, Henry Holt & Co., 1959, p. 142.

A whole new terminology has had to be introduced to describe the various patterns that have been devised and tried out; but in many cases not even the educators themselves have any clear-cut conception of what these terms really involve in terms of detailed administrative procedures, or of how these procedures can best be included in the school organization. And even in cases where school boards or school administrators have accepted their responsibility for providing such special educational facilities for superior students, there is very often a wide gap between mere verbal sanction for such facilities and actually putting thought into action, as Dr. Fliegler has pointed out.[19]

5. Finally, it must be mentioned that the desire for personal prestige on the part of the parents has also influenced the reluctance of educational authorities to implement research findings in regard to superior students, especially in regard to the provision of differentiated opportunities. This is a factor difficult to measure, since parents who feel most opposed might be just those parents who would be least likely to admit to their real feelings. But this matter was the subject of research by Robert Havighurst in 1956. In brief, his conclusions were that this factor varies widely in importance from place to place, but that, broadly speaking, special treatment for special groups is more likely to be acceptable to, and accepted by, the public in a large city than to the public in a smaller city, since people in a larger city have come to expect variety and specialization in city services, of which education is one. Dr. Havighurst also pointed out

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19. Lewis A. Fliegler. Curriculum Planning For The Gifted, Englewood Cliffs, N.J., Prentice Hall Inc., 1961, p. 380.

further that the people of the larger city tend to be more anonymous, and therefore not much interested in what class the neighbour's child is in or whether the neighbour's child gets into a special group which is taught differently from the group their own child is in. In fact, Dr. Havighurst points out that very often he found that those whose children were not in the special classes were even ignorant of the existence of such special programmes. In smaller towns and centres, however, the picture was much different; family rivalry and jealousy were much more prevalent and effective in influencing the administration of all the civic services, including education.[20]

III. BASIS FOR THE STUDY

This thesis is thus based on the premise that a more scientific approach to the problem of the superior student is necessary and urgently needed. Such a belief has been held by the higher levels of government for more than a decade, but its acceptance has, in general, not percolated down to local levels. In conclusion, therefore, two quotations from publications of the Educational Policies Commission of the National Educational Association of America are used to sum up the importance of this study.

In regard to the national importance of the superior student, the Educational Policies Commission has this to say:[21]

> The maximum welfare for a group is achieved when each member

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20. Robert J. Havighurst. "Community Factors in the Education of Gifted Children," School Review LXIII, September, 1955, p. 327.

21. Educational Policies Commission, "Education for the Gifted," Washington, D.C., National Educational Association, 1950, p. 2

> of the group contributes as much as he is able. Although every member has an obligation to contribute, those who have a larger capacity to contribute carry a larger obligation than those whose capacities are small.
>
> It follows conclusively that the gifted child should by virtue of his ability make a superior contribution....This suggests that the individual will receive opportunities for maximum growth, be aware of the requisites of society, and have the freedom to select a role that is commensurate with his abilities and interests which are needed to build and mould a new environment.

In answer to the general question of whether or not gifted youth should be educated differently from other students, the Commission has this to say:[22]

> First, because they are human beings, citizens, consumers, and prospective parents, they need a good general education, not unlike what is needed by all their fellow students, to equip them to deal competently with themselves, their environment and their fellow men. Secondly, and in addition, because they are potential leaders in the professions, in business, and in other fields, in a contracted world at an advanced stage of technological development, they need a wide acquaintance with the record of human experience, familiarity with foreign cultures and languages, and basic training in the tools and concepts of modern science.

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22. Ibid., pp. 86 - 87.

CHAPTER TWO

THE FORM OF THE STUDY

This report is given chronologically and attempts to trace as exactly as possible the various steps taken in preparing and implementing a plan of enrichment for superior English students in the Medicine Hat high schools.

I. REPORTING PROCEDURE

It was found that the experiment fell into several well-defined sections, and these sections form the major divisions of this report. The work undertaken over this five-year period is summarized as follows:

1. The origins of the experiment: 1960-61. This section deals with the various forces which influenced the decision of the English teachers in the Medicine Hat High School to investigate the possibility and desirability of introducing special educational opportunities for superior students into the city school system. It gives some explanation of the initial investigations which were carried out,in particular of the effect of the simultaneous planning which was at that time being initiated in the city of Calgary. The section concludes with a description of the final decisions which were made as a result of these preliminary discussions and considerations.

2. The pilot projects: 1961-62. In order to gauge more accurately the practicability of one or two of the many procedures which were mentioned during the initial stage of the experiment, and in order to obtain evidence regarding student and public reaction, three experimental literary and language units were introduced into the normal

high school curriculum during the 196[illegible]-196[illegible] session. This section of the report deals with the setting up of these units, with the development of them, and with the evaluation which was made at the end of the year.

3. Reappraisal and Reassessment: 1963-65. Results from the pilot projects were far from reassuring, and many doubts were felt, particularly on the part of the administration as to whether a plan of enrichment would have any real value, or would even be practicable. It was therefore decided to postpone implementation of further experiments in the classroom until further study had been carried out in order to explain the many faults of the pilot plans, and enable the staff to become more conversant with current thinking and practical experience in the matter of providing enriched instruction for superior students. The requisite knowledge was obtained in three ways:

(a) A detailed study was made of three well-established and highly publicized programmes of enrichment then in operation in the school districts of Evanston, Illinois; Tucson, Arizona; and Abingdon, Pennsylvania.

(b) A less thorough investigation of procedures being used or tested in many parts of Canada and the United States was also made. The information obtained was gleaned mainly through wide reading in a number of professional journals and other such periodicals.

(c) An investigation was carried out of the literature available on such matters as the psychological characteristics and needs of gifted children, the philosophical and pedagogical aspects of enriched instruction, and the implications of such differentiation of instruction for society.

From the results of these investigations, attempts were made to select those elements which seemed most authoritatively validated either by laboratory research or by practical application in the classroom, and to weld them together into a unified and consistent scheme of enriched instruction for the superior students in all high school grades.

4. The implementation of Enrichment 1965. As a result of the basic principles derived from all the preceding studies, a full outline of an advanced programme in English for superior students was prepared for introduction into the school in the 1965-66 session. When this point was reached, the purpose of this thesis was achieved: the development of a professionally-defensible programme for superior students in English.

5. The Future of the Programme. A concluding chapter is inserted at the end of the study giving some indication of what steps still need to be taken and what further developments remain to be put into effect at some future date.

Additional background and explanatory material is added in the form of appendices.

CHAPTER THREE

THE ORIGINS OF THE STUDY

In 1960, the English Department of the Medicine Hat Senior High School began to investigate the desirability and the possibility of introducing an enriched English programme for superior students into the curriculum for grades ten, eleven and twelve. The purpose of such enrichment would be to make the general English courses, as prescribed by the Alberta Department of Education more interesting and more challenging for the better students. The initial impulse for such a project by the English Department had come in 1959 from a consideration of the recommendations of the Report of the Royal Commission on Education. The Report made the following comments about the educational provisions in Alberta for superior students:[1]

> It was stated before the Commission that 'our able children are not being discovered, let alone educated, for the fulfilment of their potentiality'. This, if true, is a serious indictment at a time when the need for trained intelligence is evident in every field. The Commission accepts the statement as indicative of the need for both the public school system and society to afford those of highest intelligence greater attention ... A determined, even a clear, policy could have produced much greater enrichment in the existing curriculum than has been the case.

Later in the same year and early in 1960, two other Royal Commission Reports on Education (from Manitoba and British Columbia) became available. Both of these reports made almost identical comments and criticisms concerning the lack of adequate attention to the needs of superior students.

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1. Report of the Royal Commission on Education in Alberta, (Chairman: The Hon. Senator D. Cameron, M.Sc., LL.D.), The Queen's Printer, Edmonton, 1959, pp. 337-338.

The Report[2] of the MacFarlane Commission in Manitoba acknowledged freely that superior children "are neglected in our public schools" and that "equality of opportunity to develop to the fullest extent of their abilities" had been denied them. This Report also stated that it could be considered undemocratic NOT to have special classes for the gifted. At the same time, it stressed that "unless there are planned programmes for the recognition and development of gifted children, the schools will continue to fail many of them."

In much the same critical tone, the Chant Report in British Columbia came to the conclusion that "the present school programmes do not adequately meet the needs of pupils of widely different levels of ability." The members of this Commission also gave it as their unanimous opinion that there could be no question about "the importance of educating superior students to the limit of their ability." The Report stated that none of the attempts so far made to deal with the superior student, whether considered singly or in combination, had succeeded, mainly because none of them struck at the root of the matter, which was the organization of the school programme itself.[3]

Another source of inspiration for the introduction of enriched English courses at this time was a significant change in public opinion, especially in educated circles, towards English as a school subject. Previous to the 1960's, the interest of the public in intellectually talented pupils, if it existed at all, had been focused

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2. Manitoba Royal Commission on Education (R. O. MacFarlane, M.A., Ph.D., Chairman), The Queen's Printer, Winnipeg, 1959. Sections 84 - 86.

3. Report of The Royal Commission on Education in British Columbia, The Queen's Printer, Victoria, 1960, pp. 260 - 265.

almost completely on improving instruction in science, mathematics, and foreign languages; such a biased attitude had been made even more extreme by the national anxiety about survival in a scientific age which followed the launching of the first Russian Sputnik in 1957. But quite suddenly, in 1959, there appeared to be a significant swing of opinion back to an increased awareness of the humanities. This was reflected in two important statements from official sources in the United States. In May, 1959, the President's Science Advisory Committee stated in its report:[4]

> We emphasize .... that the future scientist or engineer needs adequate preparation in English, history and languages. In fact, the minimum secondary school requirements which a science major should bring to college should include four years of English ...

During the next year, 1960, the Committee on English for High School Students of Superior Ability, which had been established in 1953 by the National Council of the Teachers of English, accepted an invitation from the Director of the Project on the Academically Talented Student of the National Education Association, to cooperate in producing a publication regarding the education of superior students which would be directly useful to the classroom teacher and which would offer specific suggestions rather than the vague generalities which had been so prevalent previous to this time in most research reports on this problem. The result was the appearance in 1960 of the booklet English for The Academically Talented Student, edited by Dr. Arno Jewett, Specialist for Secondary Language Arts at the U.S. Office of

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4. Statement from the President's Science Advisory Committee. Annual Report Education for the Age of Science, The White House, Washington, D.C., May 24, 1959, p. 17.

Education in Washington, D.C. This booklet reiterated the view of the Science Committee that the importance of English for the bright student had, in the past, been very largely neglected. It then went on to suggest seven reasons why advanced work in English was essential for academically-talented students. In brief, these reasons were:[5]

1. In a world split by ideological conflict and beset on all sides by "a plethora of mass persuaders", there is an urgent need for intelligent persons who have the ability to use language so as to relax rather than increase tensions, to elevate cultural appreciation, and to convey truth.
2. Since it is to be supposed that many academically-talented students would find themselves in positions of responsibility when they become adults, it seems essential to anticipate as fully as possible their probable language needs in public speaking, discussion, research, professional writing, and other areas requiring communication skills of an advanced nature. In other words, language instruction for such students should aim at helping them to do creative and original thinking, and to communicate ideas accurately and honestly.
3. In their responsible positions, the audiences likely to be addressed by these superior students will be highly educated, so that to communicate with them the student will need to have learned the niceties of expression, the principles of

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5. Report of the Committee on English Programmes for High School Students of Superior Ability, English for the Academically Talented Student in the Secondary School, A. Jewett (ed.), Washington, D.C., National Education Association, 1960, pp. 8 - 13.

rhetoric, and the art of clear, precise expression.

4. Since in later life many of these talented students are likely to be in a position to direct and control the lives of others, for good or for evil, it is essential that they should be given the opportunity to develop first a philosophy that will give direction and significance to their own lives. And such a philosophy can best come from a deep and full reading of great literature.

5. Again because it is most likely that the superior student will later occupy a position of influence, he will need a deep as well as a broad understanding of human behaviour, knowledge which can best be obtained through a wide study of mature literary works of art.

6. Since many academically-talented students are destined to become public figures, and to be involved in the making of important decisions that may help to decide the fate of their fellow men for generations to come, it is essential that such students should develop the power to gain strength and relaxation from solitary and peaceful recreation in a more leisurely atmosphere. This they can most readily obtain through meditation on the ideas in books, "the source of more delight, more knowledge, and more power than most men have yet been able to realize."[6]

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6. Marchette Chute. "Why Read Books?", Scholastic LXVII, November 3, 1959, p. 12T.

7. Since academically-talented students will be playing an important part in deciding the future of the world, it is essential that they should learn to appreciate the wonder and the glory of the past and the present, to acquire a sense of purpose and direction in a world which is rapidly losing any belief in anything except a pessimistic acceptance of "blind fate."

These arguments seemed, to the members of the English Department in the Medicine Hat High School, to be serious and convincing enough to warrant further action being taken to evaluate their own curriculum at that time and to see if steps could not be taken to make the English courses more applicable not only to the exceptional intellectual abilities of the superior students but also to their most likely needs in later life.

With this end in view, it was decided to initiate a small Study Group, consisting of Mr. Fisher, Mr. Drever and the investigator to examine the possibilities of developing such a programme of enrichment in Medicine Hat,and to suggest the manner in which such a programme could best be developed and implemented. And so this study was launched, in May of 1962.

CHAPTER FOUR

THE PILOT PROJECTS: 1961-62

The Study Group established in May of 1961 found itself faced with only two or three months in which to carry out an investigation of the printed material available in regard to enriched educational programmes for talented students in the high school. Consequently, the members of the Group concentrated on two main sources of information:

1. Material made available by the Committee of the Special Six Year Experimental and Advanced Study Programme of the City of Calgary Public School Board.
2. Material made available by the National Education Association and the National Council of The Teachers of English, concerning special study projects, and progress reports on enriched programmes then operating in various parts of the United States.

Weekly, and sometimes twice-weekly meetings were held at which the members reported on the information they had been able to gather. These reports were discussed in the light of their applicability to the situation in the Medicine Hat School system.

I. PRELIMINARY INVESTIGATION

It was soon made clear to the Study Group that, although there was no shortage of material available, and no lack of experimental projects already being carried forward, there were serious differences of opinion and problems of practice in five fundamental areas:

1. A philosophy of enrichment.
2. The methods of identifying and selecting the talented student.
3. The problem of motivating the talented student, of getting him to accept the enriched programme and of gaining prestige for such a programme among the student body.
4. The content of the enriched courses.
5. The instructional techniques best suited to the needs and characteristics of the talented student.

While the Study Group found wide agreement on the need for special programmes for the talented, and also fairly wide agreement that such programmes were not contrary to the democratic spirit of this country, they found wide divergence of opinion regarding the exact objectives of such programmes. Special programmes for talented students were generally defended on two main grounds: they were essential if the student was to attain full intellectual development; they were essential if the nation was to reap the full benefit of this natural talent in its people. But specific aims were almost limitless, varying widely with local conditions and requirements, and with an individual teacher's concept of the basic elements of giftedness.

These differences in attitude to the nature of giftedness naturally led to wide variations in methods of selecting students for the special "honours" courses in English. The only point of agreement seemed to be on the complete unreliability of the I.Q. as a predictor of giftedness; and the difficulty of assessing the characteristic of giftedness in a student was fully shown by the National Council of

Teachers of English when it expressed the conviction that:[1]

> There is ample evidence that the mental organization is highly complex and that single measure tests are apt to conceal important differences. The most common error in identification is based on the assumption that mental organization is a simple unitary thing and that I.Q. or some other single measure is about as perfect an index of ability as can be obtained.

Apart from this point, however, opinions and practices varied from the procedures suggested by Dr. Carl Safran in Calgary, Alberta, (above the 95th percentile on the Stanford Achievement Tests, a teacher rating of H, 130 or better on an I.Q. test, vigorous physique and good general health, social acceptance as measured by a modified Ohio Acceptance Scale, creativity, and originality) to the statement of the National Council of Teachers of English that, to identify the talented in English involves obtaining data not only from the teacher but also from the guidance counsellor, a psychologist, the parents, a minister, the principal and others associated with every aspect of the student's life.[2]

The same wide range of opinion and practice was also noticeable in regard to both course content and teaching techniques. The one point which did emerge clearly was that the detailed planning of any honours course in English (or in any other subject) would depend to a large extent on the decisions of teachers and administrators regarding the unique characteristics of the superior student which could not be fully trained and developed through the normal courses

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1. English for the Academically Talented Student, Arno Jewett (ed.), Washington, D.C., NEA Project on the Academically Talented Student, 1960, p. 14.

2. From minutes of Meeting #2, October, 1961, Special Six Year Experimental and Advanced Programme Committee. Calgary, Alta.

of instruction.

There was little agreement on the definition of the nature of giftedness in the superior student. This was clearly brought out during the preliminary research for the pilot project.[3] From the many books and articles written on the subject, seven were selected and analyzed on the basis of the opinion of the author regarding the most important characteristics of the superior student. The men and women whose opinions were thus tabulated were: Dr. Alice C. Dement, Associate Professor of Psychology, San Jose State College, Dr. S. R. Laycock, formerly of the University of Saskatchewan, Dr. Paul Witty, Professor of Education, Northwestern University, Evanston, Illinois; and a Director of the American Association for Gifted Children, Professor H. J. Peters of Ohio State University and Professor G. F. Farwell of the University of Wisconsin, Dr. K. C. Garrison, Professor of Education, University of Georgia, Mr. J. W. Myers, Principal, Paramount High School, Paramount, California, Dr. H. F. Fehr, Professor of Mathematics, Teachers College, Columbia University. On the following page, the personal characteristics of the superior student as emphasized by each of these educators is tabulated. As can be seen, the only characteristic on which there was unanimous agreement was that a superior student shows a very high level of abstract thinking: but even here, each member of the group gave this phrase a different interpretation. The next five characteristics which received the most support were curiosity, a long attention span, persistence, facility

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3. G. E. Shiel. The Superior Student - What IS the Problem? unpublished term paper, University of Alberta. July 1961. pp. 8 - 11.

TABLE I

SUMMARY OF SOME OPINIONS REGARDING THE ESSENTIAL CHARACTERISTICS OF SUPERIOR STUDENTS

CHARACTERISTIC	1	2	3	4	5	6	7
1. Extraordinary memory		x	x				x
2. Curiosity	x	x		x	x	x	x
3. Intuition							x
4. Virtuosity			x	x	x		x
5. Application of knowledge						x	x
6. High-level abstract thinking	x	x	x	x	x	x	x
7. Persistence	x	x		x		x	x
8. Goal-directed		x				x	x
9. Facility of expression			x	x	x	x	x
10. Hobby interests	x	x	x				x
11. Long attention span	x	x	x	x		x	x
12. Creativity				x	x		
13. Self-centred			x	x	x	x	
14. Analyzes and discriminates	x	x	x		x	x	
15. Understands complex directions	x	x			x	x	
16. Originality	x	x			x	x	
17. Liking for books			x	x			
18. Social leadership	x		x				
19. Spontaneity			x	x			
20. Imagination	x	x					
21. Sense of humour	x						

of expression, and the ability to analyze and discriminate. There was a slight balance of opinion in favour of virtuosity, self-centredness. an ability to understand complex directions, and originality. But over-all, twenty-one different characteristics were mentioned; this indicates the wide divergence of opinion in even a small sample. (See Table I).

As a result of this period of admittedly very restricted investigation, it was decided to make some definite choices of belief and attitude in regard to the following problems:

1. What are the specific needs of superior students in the field of English?
2. How is the syllabus to be adapted to meet these needs?
3. How are the superior students to be identified and selected?

II. THE NEEDS OF SUPERIOR STUDENTS IN ENGLISH

From the study of various American projects, it was felt that the aims of any special English course for talented students should consider the following:

1. The students' reading programme should be so arranged and taught as to develop --
   (a) A deeper understanding of the culture of his society, its history and its development.
   (b) A more highly trained critical faculty: the ability to perceive patterns, symbolism, etc.
   (c) A wider and more accurate experience, through books, of life and life problems.
   (d) A wider acquaintance with good literature of all types

as "works of art."

(e) A preference for originals rather than selections.

(f) A highly developed and exact reading skill: the ability to indulge in "full reading."

2. The writing programme for superior students needs to be such as to emphasize and develop --

(a) Creative rather than expository writing.

(b) An understanding of usage and semantics.

(c) Some acquaintance with the history of language, including some etymology.

(d) A full understanding of the creative process.

(e) A critical analysis of models of great literature as well as student excerpts.

(f) The choosing of writing topics of significance and challenge to the student.

(g) The need, even with talented students, for the discipline of some expository writing.

3. The course should also include a considerable amount of oral work designed to encourage spontaneous expression of ideas, through --

(a) Considerable student participation in lessons.

(b) Oral reports, panels and discussions.

(c) Debates, dramatics, and public speaking.

III. SELECTION OF STUDENTS FOR THE HONOURS PROGRAMME

The first step in the selection of students for the English Honours Programme was to compile lists of all grade ten and grade

eleven students. On these lists the following academic information was inserted:

(a) I.Q. ratings.

(b) Grade IX Departmental marks and stanines in English.

(c) In the case of grade eleven students, scores on the Co-op English Tests and the final grade ten marks.

Students were then chosen as follows:

(a) In both grades ten and eleven, those students who ranked high on all scores available were isolated and chosen.

(b) Separate lists were then prepared showing those students who ranked high on all but one of the criteria, with separate lists for each possible combination of high grades. Thus, supposing the students were being selected on the basis of marks A, B, C, D and E, and it was desired to select those students who had only one low score, then lists would be prepared separately for those students with such high level achievement patterns as ABCD, BCDE, ACDE, etc.

(c) To those students who had been selected in step one, the students who showed high level achievement, as opposed to those who showed high potential but little achievement, were now added. Thus students who had a high stanine rating in grade IX departmentals would be preferred to those who had a high score on an ability test but low achievement ratings. It was expected that, at this stage, a class of 25 - 30 superior students would have been chosen. But if this proved not to be the case, then a third step would be taken.

(d) Those students who scored low on two of the criteria would

then be investigated and the most promising candidates chosen until an honours class was finally completed.

It had been arbitrarily decided by the members of the English Department that, for the pilot projects at least, it would be preferable to have students of high achievement rather than students of high potential ability, since the former group had already demonstrated a high level of interest and industry. It was felt that enrichment would demand a high motivation level of this kind.

Finally, in both grades ten and eleven, a potential honours class of between twenty-five and thirty pupils was set up. The parents of these students were sent letters in which the plan was fully explained; it was pointed out that such an enriched programme would make additional demands on the parents as well as the students. Parents were then asked to indicate on an appropriate form whether or not, having read the covering letter, they wished their son or daughter to participate in this project. Only three parents offered objection; the students involved were dropped from the class, but no attempt was made to replace them.

IV. ADAPTATION OF THE SYLLABUS

Three possibilities were considered in regard to the types of changes in the syllabus that might be most beneficial for these superior students:

1. An accelerated regular English course.
2. The formation of ability groups within the normal class, keeping the heterogeneous grouping but introducing sectionalized instruction.

3. The segregation of these talented students in a homogeneous class and the drawing up of an entirely different type of programme.

The first possibility was dismissed because of the difficulty of arranging for such a programme from an administrative point of view. Acceleration is a technique which necessitates some unique goal at the end of the high school course (such as the Advanced Placement Program in the United States), and such a goal did not exist in the Medicine Hat, or indeed in the Canadian, environment. The second alternative was dismissed largely because most of the American research evidence seemed to suggest that, although this method was preferable to no method at all, it still left much to be desired in regard to catering adequately for the superior student. So, finally, it was agreed that the third alternative - homogeneous grouping - was the only sensible solution under the circumstances.

Since this experiment was to be only a pilot scheme, it was felt that the enriched syllabus should use a basic content core from the normal English course for each grade, to which would be added new units of instruction which would be so devised as to put into practice certain theories in respect to giftedness regarding content and certain recommended teaching techniques. Such a plan, it was felt, had two distinct advantages to recommend it:

1. If the unit, as set up, did not work in practice as it had been expected to, it would be quite easy for the students to revert to the normal programme.
2. Since this was a pilot project, the results of which could not accurately be foreseen, a plan of partial differentiation of instruction would prevent any student being penalized in

respect to his progress into and during the next grade. On the other hand, if the enrichment units did work out successfully, then all of the superior students would reap the benefit of extended background preparation for their later grades.

With these restrictions in mind, the following final decisions were then made:

1. To the grade ten programme would be added a novel reading project, and a unit in Shakespearean drama.
2. To the grade eleven programme would be added a wide reading project, a Shakespearean drama unit, and a unit on semantics.

V. THE GRADE TEN PROJECT

Although the basic text for the Literature 10 course in grade 10 was retained, the honours students were also asked to undertake the more thorough study of the following books:

Chaucer, Geoffrey:	The Canterbury Tales (Teacher's selection)
Dickens, Charles:	A Tale of Two Cities
Hemingway, Ernest:	The Old Man and The Sea
McLellan, Hugh:	Barometer Rising
Steinbeck, John:	The Pearl
Trollope, Anthony:	Barchester Towers

Although these titles had been selected quite haphazardly from an almost limitless number of possibilities, it was felt that this group did offer some, at least, of the requisites mentioned earlier for a reading programme suitable for superior students; it included books such as The Pearl and The Old Man and The Sea with deep symbolic meanings, it

covered many aspects of life both spacially and historically, it gave a broad coverage of many types of literature. However, it cannot be said that the actual selection was based on any definite philosophical or instructional theme; the choice represented largely the personal preferences of the teacher, and little more.

Each of these books was to be read and studied in depth, the reading being done largely in the students' own time, with the class time being devoted to explanation and discussion of what had previously been read. Audio-visual aids, where available, would be used to augment the oral and written work. Research by the students on historical and biographical material would also be an essential part of the study. Throughout the year, the students would study these six books both as a class and in small study and discussion groups. After the readings, teacher-led discussions would attempt to give the students experience in literary appreciation and analysis, and in the application of literary themes to their own personal experiences and environment. Skills learned through such activities would be tested and practiced by asking the students to apply them to their own leisure reading programme.

The aim of the Shakespearean unit was to present Shakespeare, not only as a great playwright, but also as a discriminating social commentator and recorder, making use of one of his plays as a social document of his times. For this purpose the play The Merry Wives of Windsor was selected for study. It was hoped to derive from the study of the play a student understanding of the social and moral atmosphere of Tudor England. It was essential, of course, that the students should not be conditioned as to what to expect in Tudor life; therefore,

very little historical research into the period was permitted until after the play had been thoroughly studied. The final review of the unit thus consisted of an attempt to compare the image of Tudor England which they had derived from a study of the play with the factual and historical accounts of the period given in a detailed history (e.g. Cassell's Illustrated History of England, Volume II). Such a unit, of course, was aimed primarily at the goal of using literature to obtain a wider and deeper knowledge of life outside the readers' own personal experience.

No special enrichment was planned in grade ten for the writing programme, although obviously many of the exercises that would arise naturally from the two units of literary enrichment would demand a greater degree of creativity and originality, and more original thinking, than would be the case with the normal English course.

VI. THE GRADE ELEVEN PROJECT

The reading unit introduced into the grade eleven honours course differed from the novel unit introduced into grade ten in that:

1. Students were asked to study books from countries other than the Anglo-Saxon countries.
2. Non-fiction and poetry were included in the required reading as well as fiction.

Again, the titles were chosen haphazardly, in accordance with the teacher's own preference and in relation to the books readily available from the book room. The four texts eventually selected for intensive reading were:

Hershey, John:	Hiroshima
Stendhal, :	The Red and The Black
Alfred, Lord Tennyson:	The Idylls of The King
Williams, Eric:	The Wooden Horse

The plan of study was similar to that used in grade ten: a combination of class and small-group study and discussion following careful individual reading, and associated oral and written exercises. The Tennyson work was included as a contrast to the social nature of the other three books in that it recalled a time when the individual, not the community, was the centre of progress and achievement.

In grade eleven, a Shakespearean unit was used to break down the rigid classroom situation for the superior student, to encourage a more informal and scholarly atmosphere through opportunities for increased student participation. Teaching techniques used were aimed at freeing the student from unnecessary restraints and at encouraging free discussion and enquiry. The principle to be investigated was whether a larger group, in which a student would become more anonymous, would help to free superior students from the normal restrictions of the smaller class group and so make them more willing to participate in the learning situation. If such proved to be the case, the finding would have special significance for the teaching of the superior students.

With this in mind, two normal grade eleven classes were combined with the honours class for a four or five week study of Shakespeare's Richard II. To make the unit controversial, it was decided to organize it as a comparative study through the use of Maxwell Anderson's Elizabeth The Queen. The study took the form of an investigation of the principles of kingship or leadership. The three classes were combined for a preliminary hearing of a recording of the

play Richard II, and for a preliminary discussion of some of the elements of good kingship as Shakespeare saw them. The class was then split up into smaller units for research projects on various historical aspects of the play. The students returned to the larger group for reports on this research, followed by a reading and a study of the play Elizabeth the Queen, with special emphasis on the theme of Elizabeth's sense of calling and her unwillingness to sacrifice her position as Queen even for love. The unit ended with a general discussion of modern thought in regard to the principles of good government, and of the implications of the ideas of Shakespeare and Anderson in the modern world.

The third enrichment unit introduced was a language unit. In order to deepen the mastery of language as a means of accurate communication, a unit on semantics was devised, using the text Language in Thought and Action, by S. I. Hayakawa as the basic text. The purpose of this unit was to acquaint the students with some of the more complex aspects of communication such as the difference between opinions and judgments, the steps in presenting an argument, the problem of suggestion and innuendo. These lessons were interspersed among the normal language units and so were sequential through the year. Each lesson was self-contained and dealt with one specific point, so that absence of students had little effect on student ability to benefit from those lessons which they did receive. The reason for this arrangement was that much of the material dealt with was so complex for even these superior students that absence would have made the whole series almost valueless if it had been arranged on a sequential basis.

These two enriched English programmes were put into effect in the Medicine Hat High School at the beginning of the 1961-1962

session. In June of 1962, a conference was held among those English teachers who had been involved in the work (Mr. Fisher, Mr. Drever and Mr. Shiel) and an attempt was made to evaluate the results and the impressions gained from these pilot experiments. Following the completion of each of the projects, the students participating were asked to write out as frankly but as constructively as possible their reactions to the enrichment they had been offered. These replies were studied intensively and comparatively by the members of the English Department, and the students opinions, together with those of the teachers themselves, were embodied in a final report, the conclusions of which are summarized below.

VII. THE EVALUATION OF THE PILOT PROJECTS

1. Most of the students in the honours classes felt resentment at the introduction of the additional reading and studying demanded of them. They felt that they were being penalized rather than rewarded for possessing outstanding ability.

It thus became clear that, if any programme for talented students was to be successful, clear motivation of the students in favour of the programme was essential. Such programmes,in some way, must gain prestige not only among the student body, but probably also among the faculty, the members of the school board, and the general public. Methods of desirable motivation must be an integral part of any programme of special education.

2. The superior students were keenly conscious of the obvious lack of relationship between the various selected texts, and they felt that the required reading had no clear purpose.

One of the outstanding characteristics of talented students is that they are able to see relationships much more clearly than do other students. It is therefore essential that, in attempting to give these students the level of education they deserve, that the aims of such special courses should be made quite clear to them, and that they should be enabled to see the purpose and the value of what they are asked to do.

3. There was overwhelming enthusiasm for the method of large listening and discussion groups as these were used in the study of Shakespeare in grade eleven. The students also thought the comparative study method made the material more meaningful in terms of its significance for present-day living, and this increased proportionately their appreciation of Shakespeare as a playwright.

The staff were not too sure that, in spite of the approval of the talented students, the use of large group instruction was good for them. It was felt that the talented student, as a rule, is rather hesitant about expressing himself openly because he is keenly aware of his own lack of knowledge. In the large group he might feel more unnoticed and so more willing to speak up, as it were, "secretly", hoping he might still pass almost unnoticed. This reticence, of course, might be compensated to some extent by insisting that these students take prominent parts in the small group activities.

The liking for the comparative study is another instance of the extra ability of the talented student to be aware of relationships.

4. The grade ten class were intrigued by their introduction to one of Shakespeare's historical plays, but several of them were far from happy about the play chosen. For some, it offended their moral and religious scruples.

This criticism served only to point up the importance of taking into account fully the local environment against which an enriched programme will have to function, and of gaining the full confidence and support of the public for such a programme. It may even be desirable that, when parents are asked for their permission, a full outline of the course to be taught, and the methods to be used, should be made available to them.

5. Surprisingly, the grade eleven students were quietly enthusiastic over the choice of Stendhal's The Red and the Black, and the faculty were at a loss to explain adequately this choice. It might have been the emphasis on the misuse of autocratic and even dictatorial power, a theme closely applicable to the modern world, which held their interest. Or it might have been the almost modern psychological approach of the novel.

It may be that the superior student is much more capable of appreciating what is loosely called "classic" literature than is the average student, since these books deal with basic and fundamental themes which have meaning for all places at all times. This might suggest that the content of an enriched course should contain this type of material rather than the narrower type of modern novel, which tends to be restricted to one place, or to one set of people, or to one time.

6. It was not so difficult to account for the students' approval for the choice of Hiroshima and The Wooden Horse. These were immediately applicable to their own world, and one had been made into a movie.

One of the characteristics of giftedness noted by some authorities is a greater awareness of world problems and of society in general. This may account, in part, for their choice. But it is also

probably true that these books were not too obvious or too dictatorial in their approach. Hershey's technique of showing the event through the eyes of several participants several years later (which would suggest a more objective attitude on their part), and Williams' technique of spotlighting the symbolic vaulting horse, both left the reader free to come to his own conclusions and to make his own judgments on two important themes of the modern world: man's new power for self destruction, and man's inability to control his own environment, thus becoming a "prisoner" or circumstances.

7. The inclusion of The Idylls of The King was a complete failure, and received an almost universally negative vote from the students.

This result emphasizes the importance of balance in a literary programme. Although the programme had been on the whole unplanned, there was some vague concept of using this tale by Tennyson to demonstrate the dignity of man in control of his environment, to show the contrast between the Knights of the Round Table in their arrogance and mastery, and modern man, insignificant and terrified. Unfortunately, the students had already been over-conditioned by their reading to pay particular attention to the modern image before they were asked to look at the reverse in Tennyson, and they were not prepared to consider that this was an alternative to man, the terrified prisoner. It is also true, of course, that the Victorian concept of the "perfect gentleman" is not one which finds common acceptance today, particularly among the young people.

8. The grade eleven students showed considerable interest in the language unit, and enjoyed the challenge of the deeper concepts

and implications of language.

This again illustrates that material for the talented student should aim at providing intellectual challenge and should require the use of his ability to perceive deep relationships.

VIII. CONCLUSIONS AND RECOMMENDED CHANGES

From a careful study of these student reactions and faculty assessments, the members of the English Department felt justified in drawing certain conclusions. It was felt that there was some evidence to show that talented students could and would derive benefit as well as enjoyment from an enriched programme of study, although there was no clear picture of the form that such enrichment should take. It was equally clear that the mere addition of extra units to the standard prescribed course was unsatisfactory, since such units tended to be regarded more as a burden than as a privilege. It might even be preferable to initiate a completely different syllabus, including different textbooks, so as to give the enriched course an accepted standing among the student body. The experience gained during these projects seemed to suggest that group instruction in certain sections of the English programme was not only possible but might have some clear advantages over the traditional classroom approach, such as the creation of a better atmosphere for group action and deliberation, a chance for freer and wider exchanges of views and opinions, and the opportunity for the segregated students to re-establish friendly contact with students in other classes; but there would appear to be serious reservations about using this approach too frequently or too widely. On the debit side, however, the members of the English Department felt that the

projects on the whole had failed to achieve the prime goal of stimulating enthusiasm for English study among the superior members of these two grades, and of really challenging the interest of the superior students. Possible reasons for this failure might have been:

1. The haphazard manner of selecting the enrichment material, with no definite policy or philosophy in mind.
2. The lack of academic prestige for these new courses in the minds of the students, since they were obviously little more than "patched-up" general courses. An entirely differentiated course might have been more successful; but it might also be that such "prestige" is something which must be won over a period of time, not something which is inherent in any course simply because it is intended for superior students.
3. Insufficient consideration of what instructional methods and techniques were best suited to the needs of the superior student. As a result, the work was to a large extent dull and uninspiring, and differed but little from what was being done in the normal classroom.

One of the most disturbing aspects of the work was the clear realization that the teachers themselves were largely to blame for the lack of appreciable success of these pilot projects. It was clear that much research and readjustment would be necessary on the part of the staff if the enriched programme for talented students was ever to become an integral part of the Medicine Hat high school English programme.

CHAPTER FIVE

THE PERIOD OF REAPPRAISAL: 1962-64

At the end of the 1961-62 session, it was reluctantly decided not to proceed immediately with the full implementation of an Honours English programme throughout the senior high school grades in Medicine Hat. There were two reasons for this decision:

1. The members of the English Department had come to realize very clearly that an essential factor in the success of any educational programme is the fitness of the teachers to teach the required material. It was only too clear that the teachers in Medicine Hat High School had neither the knowledge nor the experience to offer efficient instruction to the superior students. Teacher education must therefore be a prerequisite for the education of the students.
2. Fundamental administrative changes were occurring in the Medicine Hat Public School system. A second senior high school was being opened in the Crescent Heights district, and a new Vocational Wing was being added to the old Medicine Hat High School. These changes involved certain staff changes: the investigator was transferred to Crescent Heights as Head of the English Department, Mr. Fisher was promoted to vice-Principal, and Mr. Drever replaced him as Head of the English Department at the Medicine Hat High School.

Since, in his new position, Mr. Drever had been given the responsibility of drawing up syllabi for the new Vocational and Technical courses being introduced in the Vocational Wing, it was felt that the investiga-

tor should be made responsible for continuing the work of developing an Honours English programme for the Medicine Hat high schools, since the Crescent Heights school would be largely an academic high school and therefore would be the most logical place to introduce such a programme when it was prepared.

As a result, both of the high schools spent the 1962-64 sessions in settling down in their new quarters and in becoming accustomed to their new physical and educational environments. The investigator also used this interval to carry out detailed research in the vast field of literature concerning the nature of giftedness and its development, and in examining minutely three enriched programmes from school systems in the United States: Abingdon, Pennsylvania; Evanston, Illinois; and Tucson, Arizona. These three enriched English programmes, together with as much additional reading as could be done, were examined with a view to determining basic principles in four areas:

1. The Basic Principles of Education for the Gifted.
2. Methods of Identifying and Selecting Talented Students.
3. Principles Underlying the Selection of Course Content.
4. Teaching Techniques for Talented Students.

This chapter thus contains four sections, each section corresponding to one of the four divisions indicated above. In each section an attempt has been made to explain what information was gathered and how this information was examined and adjusted to meet the unique needs of the Medicine Hat situation.

I. THE BASIC PRINCIPLES OF EDUCATING THE GIFTED

The Abingdon Plan

The philosophical and educational principles underlying the plan of enrichment operating in the Abingdon Township Senior High School can be itemized as follows:

1. In spite of the advantages of heterogeneous sections (with an enriched programme for the gifted), the use of special classes and programmes seems preferable since it results in greater gains for the superior student and makes possible a superior teaching situation.
2. Differentiation of instruction for the superior students must occur in three ways:

   (a) A difference in pace. The superior student should be enabled to cover the work of the basic English programme in a shorter time, thus leaving the higher grades free for an enriched and advanced programme.

   (b) A difference in scope. The programme for the superior student should be broader in scope than the programme for the average student, including more advanced phases of both language and literature (for example, units on semantics, linguistics and critical thinking).

   (c) A difference in depth. The programme for the gifted should provide for a deeper study of the material of the normal programme, as well as for the study of additional material (e.g. the talented student might be expected to study the whole of Thoreau's Walden rather than just a selection of the better-known passages).

3. A programme for superior students must include:

   (a) Literary and linguistic enrichment.

   (b) Acceleration.

   (c) Extra-curricular enrichment.

   That is, the main emphasis must be on the coordination of all the experiences of the talented students. This is accomplished in Abingdon by making available not only enrichment and acceleration in the classroom, but also enrichment outside the classroom through such projects as the Co-Curricular programme, the College Resource programme, the Student Exchange programme, the Tutoring and Independent Study programme, the College Level Radio and TV course programme, the College Level Summer programme, the High School Level Summer programme. All these are aimed at making available to the talented student educational experiences in keeping with his intellectual and social abilities.[1]

4. Within the context of education for all, we need programmes that will do justice to the potential of gifted students.

5. A variety of approaches is needed in providing a valuable curriculum for the gifted.

6. Some coherent and consistent policy is needed in handling a complex and comprehensive programme for the gifted; the success of such a programme is enhanced when there are clearly-developed policies and procedures for its implementation.

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[1] Allan A. Glatthorn and Carl J. Manone. A Program For the Gifted Student in the Abingdon Senior High School, Abingdon, Pa., School District of Abingdon Township, March, 1961, pp. 8 - 22.

7. Education for the gifted needs to be broad - involving not only the academic but also the emotional and personal aspects of human behaviour.

8. Talented children are an incalculable resource in terms of a nation's growth and security.

9. In planning an enriched programme for talented students in English (or in any other subject area) the basic concepts to be constantly borne in mind are:

   (a) The gifted student should be encouraged to take a full, well-rounded (rather than a highly specialized) academic programme.

   (b) It is of prime importance that the talented student should perform well in his enriched courses, and this calls for realistic standard-setting and accurate identification.

   (c) A talented student needs equally as much time as the average student for extra-curricular and out-of-school activities.

   (d) Honours courses should be scheduled by "subjects" rather than by using a system of "block scheduling" since the former method will make the student's programme more flexible, result in a more reasonable work load, and permit greater individualization of programming.

   (e) Programming should be done through counselling rather than through the setting of an arbitrary limit to the number of honours courses permitted in a student's programme, since one talented student may be able to succeed in only one whereas others may be able to handle three or four quite satisfactorily.

The Tucson Plan

The handbook published by the Tucson Public School Board, Report of the Committee to Outline Courses for Honours Classes, has listed the objectives of the Honours English Programme in the senior high school as:

1. To better provide for the interests and requirements of high potential achievers.
2. To make possible more intensified study through quite rigorous homogeneous grouping.
3. To make possible the provision of adequate individual attention to the wide range of cultural, social and educational experiences exhibited by superior students.
4. To offer both increased depth and breadth in pursuing the study of literature and composition, and in the development of oral and listening techniques.
5. To provide differentiation between Honours and ordinary classes based upon expansion, enrichment and increased depth within established course patterns. These differences will thus be in kind and quality of work rather than in quantity only.[2]

This Report then goes on to stress that these principles, or any valid principles on which to base an Honours programme, must be derived from one's knowledge and beliefs regarding the nature of giftedness and the dominant characteristics and needs of gifted children.[3] While noting that generalizations about human beings are always dangerous,

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2. Report of Committee to Outline Courses for Honours Classes, Arizona, Tucson Public School Board, June 1960, p. 7.

3. Ibid., p. 8

the Committee preparing the Report accepted the summary of the chief characteristics of a talented student as drawn up by Miss Marion Scheifele.[4] Her list reads as follows:

1. The possession of outstanding ability to reason, to generalize, to organize, to deal with abstractions, to think logically, and to recognize relationships.
2. The ability to learn factual material easily and quickly, to show intellectual curiosity, creativity, and insight.
3. The ability to criticize their own work and to study independently.
4. The possession of wide interests, maintained for long periods, and which deal more frequently with abstract ideas than with practical subjects.
5. The possession of a limited interest in, and dexterity for, the more manual activities.
6. Impatience with drill and routine.
7. Unevenness in background in various subject areas.
8. Difficulty in getting along with others not his intellectual peers.
9. A tendency to yield to pressures which overemphasize grades as opposed to the acquisition of knowledge.

The Report emphasizes that these are only a few of the characteristics, though perhaps they are the ones in which the talented student shows the greatest differences from the average student. Therefore it might be argued that these are the characteristics that are of the greatest concern in the establishing of an Honours programme. It is noted that

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4. Marion Scheifele. The Gifted Child in The Regular Classroom, New York, Bureau of Publications, Teachers College, Columbia University, 1953, pp. 6 - 7.

in other ways, however, the talented student may differ very little from the other less gifted students. In fact, the tone of this Tucson Report is such that it tends to emphasize the normality of the talented student as against his abnormal intellectual superiority. The superior student has many of the usual feelings and emotions of the ordinary student (often in a very acute form). This fact has serious implications for the teacher of the talented student in regard to the setting up of the best teacher-student relationship as well as in regard to curriculum planning and selection of teaching techniques.

The next section of the Report deals with the specific aims of certain sections of the English syllabus in so far as they pertain to the unique needs of the talented students. The following aims have been adopted by Tucson from the honours programme of the Baltimore County Public Schools:[5]

A. In reading, these talented students need to:
   1. Gain broad, deep insights into life.
   2. Develop cultivated tastes and discover new interests through wide, appropriate, balanced literary experiences.
   3. Develop the habit of reading as a major source of personal enjoyment and enlightenment.
   4. Understand the role of literature as an art and its relationship to the other arts.
   5. Realize that the development of reading skills is a constantly evolving process.
   6. Suit reading rates to level of comprehension or varied purposes.
   7. Cultivate effective study techniques and employ research skills.
   8. Analyze and solve personal reading problems.
   9. Develop discrimination towards mass media.

B. In spoken and written communication, these students need to:
   1. Develop a sense of responsibility for sincere, accurate writing and speaking.
   2. Select and use types of organization appropriate to a particular theme.
   3. Select and use levels of language appropriate to varied speaking and writing situations.

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5. Op. cit., p. 1 - 2.

4. Understand the structure of American English and its relationship to written composition.
5. Employ a variety of devices to achieve style in writing and speaking.
6. Maintain a high level of accuracy in mechanics and recognize and avoid semantic pitfalls.
7. Become highly articulate in spoken English, cultivating a pleasing but forceful manner.
8. Analyze and evaluate their own writing and speech and that of others.

The Evanston Plan

In the official programme of the enriched and Honours programmes for superior students at the Evanston Township High School in Illinois, the aims of the Honours English courses are summed up as follows:[6]

1. To enable superior students to become intellectual leaders, by developing their ability to verbalize, to write, to act intelligently and to think at a very high level of abstraction.
2. To give the superior student a wider range of literary and language interests.
3. To develop in superior students a high level of critical thinking through an understanding of logic and semantics.
4. To move beyond mere essentials in developing the communication skills of superior students.
5. To increase academic knowledge and to develop the use of a more mature vocabulary.
6. To develop more critical standards in judging the informative and aesthetic qualities and values of the various forms of the mass media of communication.
7. To enable the superior students to appreciate and understand literature in depth through analysis and synthesis.
8. To develop in superior students critical acumen adequate to judge literature as a worth-while use of leisure time.
9. To enable superior students to recognize the various forms of expression in the great literary works of mankind.
10. To relate literary works to important periods of the world's cultural history.
11. To enable superior students to know and to use grammar and its terminology more effectively.
12. To enable superior students to find rewarding outlets for their creative talent.

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6. C. Hach. Sequential Program in English for the Academically Talented, Evanston Township High School English Department, January 1959, p. 6, 23.

13. To encourage superior students to make effective use of library resources.
14. To develop a high level of skill and competence in writing various types of expository material.
15. To further develop individual ability to participate spontaneously and responsibly in discussions.
16. To enable superior students fully to understand the principles of, and to gain experience in, formal speech situations.
17. To enable superior students to acquire, to a deeper degree, the skills of listening critically and concentratedly.
18. To increase the skill of superior students in organizing auditory material for accurate note-taking.

In other words, the enrichment received by the superior student under this plan consists almost completely of a wider and more liberal interpretation of the term "English." With the superior student, the tendency is to treat the study of English in its various facets as a humanity, a discipline through which he will come to know and to understand better both himself and his fellow-men. Thus in planning for enriched courses in Evanston, the pattern of instruction represents a unified intellectual experience, in spite of any artificial divisions that may be made for ease of administration or timetabling. This overall philosophy is summed up by Clarence Hach, the Head of the English Department, in these words:[7]

> English should be taught as an integrated subject, in which skills of thinking critically, reading deeply, writing precisely, and speaking clearly and meaningfully should be related. Though English has many phases, it should not be compartmentalized, particularly for the talented, whose powers of abstracting and relating are their greatest asset.

Summary of Literature regarding the Philosophy of Education for the Gifted.

In addition to the detailed study of the enriched programmes of Abingdon, Tucson and Evanston, many texts and journal articles were read to obtain as wide and varied a selection of opinion as possible.

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7. Ibid., p. 2.

The need to establish a philosophy of special education was felt to be of prime importance since many writers stated that one of the reasons for special instruction of the gifted not becoming an integral part of our school systems was that society at large had been disinclined to look favourably on the proposal. (This phase of the problem has been dealt with in Chapter Two as one of the factors which led to the institution of this research project.) As a result of this awareness of the need to "sell" the concept of special education for the gifted to the community at large, this phase of the problem received considerable attention during this year of further evaluation and consolidation.

One of the factors which was regarded as basic to any successful programme of enrichment was the need to come to a decision concerning the most desirable administrative arrangements for such a programme. Robert Havighurst has pointed out that there are three general procedures a school might use to stimulate gifted children and help them to develop their abilities to the full: enrichment, special grouping and acceleration. The pilot projects had already predisposed the English Department in the Medicine Hat High Schools to reject multiple grouping within the normal class and acceleration, the latter because it seemed administratively impossible under local conditions, the former because research findings had suggested that the results did not justify the effort put into such a plan by the teacher. This left special grouping; and opinion in favour of special grouping or segregation was almost unanimous. Joseph Justman, a former chairman of the New York City Board of Education has stated that, in his experience, segregation of intellectually-gifted pupils in a special class is generally accompanied by academic achievement superior to that normally

attained by equally gifted pupils who remain in normal-progress groups. He emphasized that, although this better attainment which special-progress pupils show can be attributed in part to the greater amount of course work which they complete and to the selection for such classes of pupils who show greater initial mastery of reading skills, yet these two factors, operating either jointly or independently, did not wholly account for the superiority of the special-progress group.[8] Francis and Sherley Moorhouse have supported the concept of segregation on the grounds that the average pupil in a heterogeneous group feels resentment at the inescapable influence of the "gifted" -- inescapable because the gifted often possess the ability to lead, initiate and influence.[9] They further state that grouping by ability in a heterogeneous class is an artificial device which fools no one; and limitations of time and the number of groups make it difficult, if not impossible, for any teacher to work with each group and develop the varied potentials of each member.

Joseph French has attempted to argue the matter logically, presenting arguments on both sides.[10] Although he admits that, under a good teacher, a heterogeneous class will permit students to develop to the limit of their ability, students of varying ability to be given

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8. Joseph Justman. "Academic Achievement of Intellectually Gifted Accelerants and Nonaccelerants in Junior High School," School Review LXII, March, 1954, pp. 143 - 150.

9. Francis E. Moorhouse and E. Sherley. "A High School Programme for Gifted Students," School Executive LXXV, July, 1956, pp. 39 - 44.

10. Joseph L. French. Educating the Gifted: A Book of Readings, New York, Henry Holt and Co., 1959, pp. 140 - 141.

the opportunity to work and play together and to benefit from contact with a variety of aptitudes, less talented students to be stimulated by the presence of the more highly endowed, and the school situation to reflect life more faithfully, he admits the impossibility of obtaining a "good" teacher for every twenty-five students in the country. He also points out that although, in many local situations, heterogeneous grouping is the only feasible provision for the gifted, this method does in practice present certain drawbacks: teachers rarely have time to prepare and provide challenging assignments for the gifted because of the demands of the less able students, nor are they able to devote enough time to help the better students fulfill their potential either academically or socially. Dr. French then goes on to enumerate six positive reasons for the introduction of homogeneous grouping in any programme of enrichment for superior students:

1. Since the range of ability will be much less in such a group, teachers will be able to provide a programme of greater breadth and depth, to cover basic material more quickly, and to devote more time to enrichment activities.
2. Other teachers too will have more time for the less able students, again because the range of class ability will be smaller.
3. Instead of being required continually to stimula te others, intellectually capable students will be able to stimulate, and be stimulated by, their intellectual peers.
4. If the gifted were leaders in the regular class, they will have more competition in the special class, and the leadership role which they have vacated will be open for others who would not otherwise have had such an opportunity for development.
5. Increased competition will tend to reduce "smugness" when the able students find that many others are just as capable as themselves. Also average students will derive greater satisfaction from their work because they will not always be outdistanced and outclassed.
6. The selected competition faced by the special and the normal class students will now be a more realistic portrayal of the competition they will face as adults.

Horace Mann has pointed out that many of the well-established

arguments against segregation are really little more than unfounded prejudices.[11] He instances the common belief that it is socially undesirable to separate the gifted from the average student, and points out that experiment has shown that a classroom where gifted and typical children mingle does not actually produce relationships significant enough to be classed as friendships, and he further maintains that such experiments have called attention to the fallacy that because we group children together we have trained them to accept each other for what they are.

Another problem which was investigated was the question of what educational objective would have the greatest significance for superior students. In this regard, the difficulty was not one of a dearth of information but one of too great a variety of opinions. One's judgment of what is most desirable and essential educationally for the superior student will derive directly from what one conceives to be the unique characteristics and needs of the superior student. But some of the points of view which were encountered are sampled below.

Harry A. Passow has stated his opinion that gifted children need to cultivate their abilities to think searchingly and critically, to build meanings and concepts, to see relationships between past, present and future learnings.[12] He also believes that they need training in how to learn and how to discipline their intelligence in

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11. Horace Mann. "How Real Are Friendships of Gifted and Typical Children in a Programme of Partial Segregation?" Exceptional Children XXIII, February, 1957, pp. 199 - 200.

12. Harry A. Passow. "The Comprehensive High School and Gifted Youth," Teachers College Record LVIII, December, 1956, pp. 144 - 152.

the interest of scholarship, and that since the distinctive feature of the intellectually-gifted student is his fertile creative mind, the optimum development of this creative intellect must also be a prime aim of any programme for the talented student. The extent to which any individual school can at the same time develop other socially-desirable talents will depend on its resources and the effort it is prepared to make, but the development of the unique intellectual abilities of the gifted students must be its minimum objective. Thus Dr. Passow would maintain that the objectives of any special programme in the senior high school for superior students can only be judged by the success which it has in producing:

1. A pool of highly able, liberally educated youth from which society can draw now and in the future.
2. Youth who can become high level consumers of the cultural heritage of their society.
3. Youth with the understandings to insure optimum social change along with the highest ethical standards of leadership.

Although most authorities consulted seemed to agree in principle with Dr. Passow's contention that "a programme for gifted youth should stress those things which they are able to do best,"[13] there would appear to be some wide differences of opinion regarding what these "things" might be. Dr. Passow himself listed them as: think, understand, create, initiate, relate, and synthesize.[14] Lewis W. Drayton, however, from a survey based on teacher judgments of 45,000 elementary school children carried out by the Coordinated Studies in

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13. Ibid., p. 146.

14. Ibid., p. 151

Education Incorporated, found that the traits which teachers, as indicated by their ratings, found to be most characteristic of gifted students, in order of frequency of assignment, were: ambitious. dependable, original, precocious, artistic, investigative, adventuresome, and self-reliant.[15] In Report #2 of the Los Angeles City School Districts Research Board, issued in April, 1956, Donald Kincaid states that, since the most important areas of objectives in rank order of importance for gifted children were effective thinking, basic skills, citizenship, understanding of environment, appreciation of beauty, world understanding, character, human relations, and vocational competence, it may be concluded that in planning a special programme for gifted children, "consideration should be given to objectives in the above areas in the order in which they are listed."[16]

Study of this problem of objectives led naturally to a consideration of the conditions which caused students to fail in achieving these objectives. Dr. Passow has pointed out that past research has shown clearly that "capacity alone is not enough to ensure development of giftedness."[17] And James B. Conant has stated bluntly, after visiting more than fifty American high schools that, in all but a few of them, he found that the majority of bright boys and girls were not working hard enough."[18] It seemed clear that there was a

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15. Lewis W. Drayton. "Some Characteristics of Children Designated as Mentally Retarded, as Problems, and as Geniuses by Teachers," Journal of Genetic Psychology XX, March, 1947, pp. 29 - 51.

16. Donald Kincaid. "Objectives for Education of Gifted Children in Californian Elementary Schools," Los Angeles City School Districts Research Report #2, April, 1956, p. 11.

17. Harry A. Passow. "Are We Short-Changing the Gifted?" School Executive LXXV, December, 1955, p. 55.

18. James B. Conant. The American High School Today, New York, McGraw-Hill Book Co., 1959, p. 23.

consensus of opinion in all quarters that "lack of motivation is a major reason why a number of gifted children never go on to the advanced training essential for most professions."[19] James Gallagher and Thora Crowder, of the Universities of Illinois and Mississippi, in an investigation into the adjustment of gifted students in the regular classroom, reported that they found among other things that there was a large minority of these able students who "did not seem to be inner driven to explore new things, create verbally or artistically, or do much of anything beyond what they were already accomplishing."[20]

It seemed clear, therefore, that the mere provision of the opportunities to obtain full intellectual development was in itself only part of the problem: it was also essential to motivate the student to want this development and to be prepared to strive to attain it. On this further step, however, there seemed to be little concrete research evidence as to how such motivation might be obtained. The publication of the National Education Association Project on the Academically Talented Students did have some suggestions to make, even though they were no more than that.[21] The NEA pamphlet pointed out that an important initial step in improving motivation was to determine where the causes of underachievement originated in any particular school or community situation. In this regard, the NEA had this to say:[22]

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19. Harry A. Passow. "Are We Short-Changing the Gifted?" School Executive LXXV, December, 1955, p. 56.

20. James J. Gallagher and Thora H. Crowder. "Adjustment of Gifted Children in the Regular Classroom," Exceptional Children XXIII, April, 1957, pp. 306 - 312, 317 - 319.

21. English for the Academically Talented Student in the Secondary School, Washington, D.C., NEA Project on the Academically Talented Student, 1960, pp. 36 - 49.

22. Ibid., p. 42.

> Possible causes of underachievement by academically talented pupils often originate in the school or are accentuated by it. Many times, the community, home, and school are mutually responsible for the underachievement. In fact, high schools which underemphasize intellectual endeavour may be satisfying community desires or demands.

It is thus of primary importance, in any special programme for talented students, to attempt to indicate what circumstances might best be conducive to the production of the "will" to know. The NEA makes the following suggestions:[23]

1. The rapport between the teacher and the bright student is of supreme importance, just as it is with all other students. Success and failure is all too frequently related in the mind of the student to student-teacher relationships. Superior students react best to teachers who merit respect and exert control, but who are sympathetic and fair.
2. More than other students, the talented student demands to know the purpose and importance of what he is doing, and welcomes suggestions as to the best way to do it.
3. Many superior students have poor study habits because of the alertness of their interests; and conditions such as supervised study periods should be provided frequently to create favourable study atmospheres.
4. Talented students often need to be encouraged to look ahead and to emerge from their momentary "ivory towers." This can often be achieved by suitable assignments in essay writing, and in the study of current events.
5. Teachers must endeavour to keep themselves aware of this frequently and rapidly-changing "special interests" of the superior student. Such interests often provide the strongest motivation for outstanding work in composition and reading.
6. Opportunities for self evaluation, for competing with themselves rather than with their peers, should be a regular feature of such a special programme, by giving the students the encouragement to compare their work with work done earlier in the year. Even graphing progress can often yield very beneficial results.
7. Extra-curricular activities are often a source of special motivation.
8. Frequent teacher-student-parent discussions and conferences have proved successful in many schools.

It seemed evident from the reading, that there is a need for a special type of teacher for superior students. This fact is becoming more

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23. Ibid., pp. 44 - 49.

clearly realized, as is evidenced by the introduction of special courses on the teaching of gifted children in teacher education institutions. It is probably true that there is no real image of the "perfect teacher" for superior students, but Dr. Fliegler has suggested that such a teacher should at least have the following characteristics:[24]

1. A high degree of intellect and reasoning ability.
2. The techniques for effective teaching, and the content to round out his teaching equipment.
3. An appreciation and an understanding of the interdependence of a liberal education and vocationalism.
4. A positive attitude towards teaching the gifted.
5. Flexibility as a salient personal characteristic.
6. A creative ability in order to guide and release creativity in others.

Dael Wolfle, the Executive Officer for the American Association for the Advancement of Science, has stressed the importance of motivation in relating that in an intellectual study of sixty of the most eminent research scientists in the United States by psychologist Anne Roe, she found that the only thing they all had in common was a driving interest in their chosen field of science.[25] Terman has perhaps said the final word when he states that "the influence of motivation can hardly be exaggerated."[26]

Implications of these statements for the Establishment of A Sound Philosophy for Honours Courses in the Medicine Hat High Schools.

Although many variations of individual beliefs and attitudes were

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24. Louis A. Fliegler. Englewood Cliffs, N.J., Curriculum Planning for the Gifted, Prentice-Hall Inc., 1961, p. 395.

25. Dael Wolfle. "Intellectual Resources," Scientific American CLXXXV, 1951, pp. 42 - 46.

26. Louis M. Terman. "The Discovery and Encouragement of Exceptional Talent," American Psychologist, June, 1954, p. 229.

encountered during this investigation of the basic justifications and objectives of special programmes for talented students, it was still clear that there was a consensus of opinion on several essential points. There appeared to be two grounds on which most authorities would accept the introduction of special Honours programmes as an essential element of any satisfactory democratic educational system: without such a programme, no school would be able to fulfil its obligation to provide adequately for the full intellectual development of all students, and without such a programme any community would be denied many of the benefits of such a rich source of natural intellectual resources. In other words, on both individualistic and communal grounds, schools are obligated to do much more for the talented student than they would appear to have done in the past.

There is evidence to suggest that many educators might argue that in today's complex society, the societal implications of such an enriched programme have even more significance for the well-being of the nation than the individual implications. John C. Gowan has expressed the opinion that underachievement can even be regarded as akin to social delinquent behaviour,[27] and Douglas Thom has warned the public that it must realize before it is too late that the "neglect of a national asset that can be of inestimable value in the solution of the difficult civic problems that loom ahead" can be dangerous and even fatal.[28] Therefore

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27. John C. Gowan. "Dynamics of the Underachievement of Gifted Students," Exceptional Children XXIV, Nov., 1957, pp. 98 - 107.

28. Douglas a Thom and N. L. Newell. "Hazards of the High IQ," Mental Hygiene XXIX, Jan., 1945, pp. 61 - 77.

the first basic concept underlying any programme of special education for talented students to be introduced into the Medicine Hat high schools must be the acceptance of the social as well as the individual necessity of such an extension of the present educational facilities and opportunities offered in these schools.

But the investigation carried out both in the pilot project stage and in the later evaluation stage made it clear that mere ability on the part of the students was not in itself a sufficient guarantee that an enriched programme would produce significant or even minimal benefits for the student or for his community.

There emerged a clear implication that perhaps the most important element in success was a driving motivation, both on the part of the student and on the part of the educational authorities as a whole, from the school board down to the classroom teacher. It is thus desirable that, in Medicine Hat, the planning of an enriched curriculum for the talented students should be accompanied, or perhaps preceded, by a determined effort to arouse and develop a wide-spread enthusiasm for the aims and purposes of such a programme. To succeed, any programme demanding exceptional effort and application from the student must have the full understanding and support of the student and his parents. It would also appear to be true that the opportunity and the responsibility for arousing and maintaining this enthusiasm rests almost entirely with the school authorities, especially the class teacher.

It must therefore be the duty of the school authorities to ensure that teachers are available for the honours classes who are sufficiently trained and experienced in this type of work to obtain the maximum response and results from their instruction. It would perhaps

be unrealistic to attempt to define in detail all the characteristics of such a teacher; the needs might vary from district to district, or even from school to school. But it was clearly the opinion of many authorities that a teacher of enriched programmes must be at least a person who has high academic training and ability so as to command the respect of the students for his scholarship, who is able to win the confidence and trust of the students through his sympathetic and understanding rapport with them, but who can at the same time command their obedience through a just but firm attitude towards anything less than their best efforts and achievements. If such highly qualified teachers are not readily available it should be the concern of the school administrative authorities to attempt to remedy this lack either through inservice training programmes or through cooperation with the universities to provide special courses in the teaching of gifted children. Then finally, it would be the responsibility of the administration and the qualified teacher, working together to devise those techniques, and to provide those conditions. which would seem most likely to lead to the full achievement of the goals of the programme.

In regard to the techniques of instruction most likely to achieve the maximum development of the unique abilities of talented students, it was felt that the present experiment had shown conclusively that only segregation could hope to approach even distantly all the goals of this programme, and that within segregated classes a combination of acceleration and enrichment offer the best chances of success, since these two procedures would appear to be not only desirable academically but also highly effective as motivational devices. This would appear to be especially true of acceleration. Its motivational effect in most

American high schools (and also, in a growing number of Canadian high schools) has been heightened by the participation of these schools in the Advanced Placement Programme. It is thus recommended that for Medicine Hat every effort should be made, in cooperation with the administrative personnel and the school board, to devise some effective method of acceleration both in the junior and senior high schools which might also include participation in the Advanced Placement Programme for those students who had followed an Honours programme throughout the high school grades. It was felt that it might be possible, as school systems are given accreditation, for arrangements to be made with the provincial universities for similar freshman credits to be made available in cases where the university authorities were satisfied with the ability of the teaching staff to offer instruction of such a calibre. Certainly, although acceleration could not be included initially in an honours programme for Medicine Hat, its future implementation was a desirable improvement for which every effort would be made.

There seems to be a disposition to accept the concept of the duality of the relationship between the talented and the average student and consequently of the duality of the relationship between special and normal programmes of instruction. It was regarded as essential to keep in mind the similarities between the talented and the average student. and to realize that many of their academic needs would be also similar: the need to master the basic skills, the need to develop good study habits, the need to become good citizens, the need for social competence, and need for individual friendships. This would suggest that there would have to be a common core curriculum. On top of this there would have to

be a programme aimed at developing those abilities which were unique to the talented student. There appeared to be convincing evidence that the most significant of these special characteristics was the extra-ordinary power of creative thinking, a fact which suggested that instruction should be concerned therefore with the development of the ability to make deductions, to see relationships, and to draw valid conclusions, rather than with the mere acquisition of mechanical skills and useful facts. Further, because of their originality and their dependability, it was felt that more freedom for individual research and more opportunities for original scholarship should be provided, an element that would almost certainly mean the withdrawal of such students from the normal organizational pattern. However, there were dangers apparent in this need for intellectual freedom and experimentation. Many authorities pointed out that not only were talented students often impatient with drill and routine, but some had also developed poor study habits, perhaps as a result of this very impatience. In brief, then, it was felt to be necessary to emphasize that talented students needed not only intellectual freedom but also intellectual discipline, and that the most frequent cause for the failure of special programmes for the gifted was in imbalance between these two aspects of their curriculum.

So far, the implications discussed have been concerned with the general purposes and goals of special programmes for the talented. In regard to the importance of special programmes in English specifically, two facts emerge quite clearly:

1. From an individual point of view, special English courses are essential for talented students in order to develop a high

level of reading, writing, speaking, and thinking ability to enable them to cope successfully with the demands of higher education.

2. From a societal point of view, it is essential that those students, from whom we assume many of the future leaders will emerge, should have a thorough mastery of the power of language as a means of communication either for good or for evil.

Therefore, special programmes in English must aim not only at providing the talented students with adequate mastery of those language and literary skills essential for his future academic and professional success, but they must also provide a firm grounding in those skills of leadership and societal understanding which would be demanded from a person of power and authority in the community. In line with these principles, it was felt that the specific aims of special programmes in English should be:

1. To enable superior students to become intellectual leaders by developing their ability to verbalize, to write, to act intelligently and to think at a very high level of abstraction.
2. To enable superior students to gain a broad, deep insight into life through wide literary study.
3. To develop in superior students a high level of critical thinking through an understanding of logic, semantics and other such linguistic studies.
4. To develop in superior students the habit of reading as a major source of enjoyment and enlightenment.
5. To develop in superior students highly critical attitudes in

judging the informative and aesthetic qualities and values of the various forms of the mass media of communication.

6. To cultivate in superior students effective study techniques and research skills.
7. To enable superior students to become highly articulate in every form of verbal expression, through the development of a forceful manner and an effective and pleasing style.
8. To enable superior students to become aware of the rich cultural heritage of mankind embodied in the great volume of the world's classic literature.
9. To enable superior students to become aware of, and competent in, the use of the various forms of literary expression in common use.
10. To enable superior students to benefit, both personally and socially, from frequent opportunities for public speaking and social leadership.

It is true that many of these goals are no different from those for any effective and worthwhile English course. But even where the aims of the special and the normal courses may be the same, it is still true that the aim of instruction for superior students must be to obtain a more thorough mastery of the material. At the same time, it must also be realized that the basic needs of the student in the normal and in the special class are quite different. For the average student, it is perhaps sufficient to know how to perform effectively certain everyday linguistic functions (such as letter writing): the need for deep appreciation of underlying principles or meanings is often unnecessary. That is, the emphasis is on concrete skills rather

than abstract appreciation. With the superior student, the abstract elements become equally important with the concrete; and this basic difference affects the whole approach to the problem of educating the talented student. It becomes the basic concept behind the entire syllabus; it becomes part of the goal of every classroom lesson and assignment. Unless the work assigned to the superior student develops not only his technical mastery but also his intellectual appreciation, then it becomes just so much "busy work," and this has been a general criticism of much of the work done in previous years with talented students. It is therefore clear that the difference between the special and the normal programme in English will be one of depth, one of breadth, and one of kind.

II. THE IDENTIFICATION AND SELECTION OF TALENTED STUDENTS

The basic difficulty encountered in trying to decide what students would qualify for the title of "talented students" was one of finding an acceptable definition of this term. It was soon made clear that there was no such consensus among the authorities consulted. Leta Hollingworth, for example, defined the gifted as "children in the top one per cent of the juvenile population in general intelligence."[29] Such a definition, obviously, solves one problem by creating another, and we are still left with the problem of defining "general intelligence." This very point was one of the basic problems investigated by Terman in his famous twenty-year study of gifted children. In his report on

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29. Joseph L. French. Educating the Gifted: A Book of Readings, New York, Henry Holt and Co., 1959, Introduction, p. 3.

this piece of research, he stated that the follow-up of the gifted students who took part in the experiment had proved beyond question that tests of "general intelligence," given as early as six, eight or ten years of age, tell a great deal about the ability to achieve either presently or thirty years hence, but that such tests do not enable us to predict what direction the achievement will take, and least of all do they tell us what personality factors or what accidents of fortune will affect the fruition of exceptional ability.[30] He then goes on to state quite definitely that he was convinced that, to achieve greatly in almost any field, the special talents have to be backed up by a lot of Spearman's "g", by which is meant the kind of general intelligence that requires ability to form sharply defined concepts, to manipulate them and to perceive subtle relationships between them; in other words the ability to engage in abstract thinking. Even if this is the kind of intelligence which Miss Hollingworth had in mind, there is still the problem of detecting its presence and measuring accurately its volume.

Other authorities were even less inclined to commit themselves to any single measure or any combination of measures in defining giftedness. Dr. Paul Witty, of North-Western University, contented himself with the statement that a gifted child is "one whose performance in a potentially valuable line of human activity is consistently remarkable."[31] Dr. French pointed out that there are

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30. Louis M. Terman. "The Discovery and Encouragement of Exceptional Talent," American Psychologist, June, 1954, pp. 221 - 230.

31. Op. cit., Introduction, p. 4.

no standard definitions of brightness or giftedness, and that, although measures of intelligence have been adopted as the basis of definition by individual research workers, by school personnel or by community committees, all they have done in fixing a lower limit of giftedness at a certain I.Q. mark is to make more specific the segregating of a certain percentage of the population as being in the gifted class.[32] And this lower limit varies widely: it may be fixed as high as 150 or as low as 110. In New York it is fixed at 130, in Calgary it has been proposed to fix this lower limit at 120. It is probable, therefore, that every local authority or every school would have to experiment over a number of years to determine at what I.Q. level a certain fixed proportion of the grade or school population could properly be regarded as talented.

Robert Havighurst and Robert De Haan have tried to be somewhat more accurate in their identification of giftedness. They have proposed the recognition of two levels of giftedness: students in the upper one-tenth or one per cent of the population might be termed "first order" or extremely gifted students, and the remainder of the students in the upper ten per cent as "second order" gifted children.[33]

There would thus appear to be considerable support for the contention of Dr. Passow that, although there is no single widely-accepted definition of the term "gifted" or "talented", in practice "the greatest emphasis is still on the intellectually able, and most current programmes for identifying gifted children include high

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32. Ibid., Introduction, p. 3.

33. Ibid., Introduction, p. 4.

intelligence as a criterion for selection.[34] Support for such an attitude has come even from the National Education Association, which has committed itself to the belief that "a gifted child is one of the million and a half academically-talented students... in the upper fifteen to twenty per cent of the secondary school students."[35] It would thus appear justified to contend that, in spite of modern distrust of the I.Q. as indicative of anything, an I.Q. rating is still the most reliable predictor of potential giftedness, as is indicated by the popularity of this type of test. In a survey made by the U.S. Office of Education in 1954, group intelligence tests ranked second in 850 schools as devises for spotting rapid learners (teachers' marks ranked first).[36] It was therefore felt that, in Medicine Hat high schools, a recent I.Q. mark on a reliable standardized I.Q test should be part of the procedure for identifying and selecting talented students.

But, ashas previously been pointed out, ability of itself is no guarantee of success in academic work, and so other factors beside intelligence have to be considered in identifying talented students. The Director of Educational Services in Pinellas County in Florida, has devised a procedure based on the belief that giftedness results from a combination of native intelligence and the outcomes of "in-school learning." He thus gives an intelligence test and the Stanford

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34. Harry A. Passow. "The Comprehensive High School and Gifted Youth," Teachers College Record LVIII, December, 1956, pp. 144 - 152.

35. Op. cit., Introduction, p. 4.

36. Arno Jewett (ed.). English For the Academically Talented Student in the Secondary School, Washington, D.C., National Education Association, 1960, p. 17.

Achievement Battery of tests, the final score being a weighted score in which the various components of learning are assigned weights in accordance with their estimated importance. For example, in identifying students gifted in English the weighting is: intelligence 3, paragraph meaning and English 2 each, and word meaning, spelling, and study skills 1 each.[37] It is clear that, before such a method can be used, a school must have decided which outcomes and abilities are of most importance in its own programme for the talented student. Since these outcomes have already been evaluated for the Medicine Hat schools,[38] these are the skills and abilities which would receive most emphasis in the Medicine Hat identification programme.

Other types of evidence which would appear to be in common use in helping to identify talented students are:[39] 1. Mental aptitude tests, 2. School marks or grades, 3. Teacher recommendations or reports, 4. The cumulative record, 5. Reading record, 6. The anecdotal record, 7. Interest inventories.

Because of the great number of factors which quite clearly could influence the development of an able student, both in and out of school, and because research evidence has shown that most academically-talented students have a very uneven development and achievement pattern,

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37. Walter N. Durost. "Composition and Use of Composite Prognostic Scores," Mimeographed memorandum to principals, Pinellas County Public Schools, March 28, 1958.

38. Supra., p. 85.

39. A. Jewett (ed.). English for the Academically Talented Student in the Secondary School, Washington, D.C., National Education Association, 1960, pp. 17 - 29.

many schools have now adopted a system of check lists. On these lists are tabulated all the types of information which are regarded as of the greatest significance in determining the academic talent of a student. They include abstract attitudes, subjective judgments by the student's teacher and counsellor, and objective scores and grades. An example of such a check sheet, as used in Baltimore County Schools, is given in Appendix B, together with the list of characteristics of pupils who are superior in the language arts, on which the form is based. (See Appendix B.)

At this point, it might be of value to see how these general principles are put into practice by the school authorities at Abingdon, Tucson and Evanston.

The Abingdon Programme of Identification

At Abingdon, there are special programmes for the gifted students at both the junior and the senior high school level. But, in each case, the methods of selecting and identifying the talented students are largely identical. The process has five stages. First of all, the student has to be recommended and screened by his class teacher. In recommending students for inclusion in special programmes, the teacher considers only those students who meet the following criteria:

1. The student must have a score of 125 or more on a standardized group intelligence test.
2. The student must make a score on a standardized reading test two years or more above his actual grade level at that time.
3. The student must have expressed an interest in doing accelerated and advanced work in English.
4. The student must have a minimum grade of B (80 per cent) in English.

In addition, the teacher tends to consider only those students who also have creative and original minds, who have read widely, who can think maturely and independently, and who have good backgrounds in the subject matter. All this information is correlated on a special Teacher Recommendation Form, as shown in Appendix 3. In column 2 on this form, the teacher indicates the letter grade awarded at the end of the first semester in that subject (it must be a B or better); in columns 3 and 4, he fills in the name of the standardized achievement test administered, the norms used, and the percentile scores; in column 5, the teacher indicates his personal opinion of the suitability of the student for selection, using "1" for a student of outstanding ability and qualities, who is unquestionably honours material, and a "2" for a student who is well above average and who might qualify because of special factors; and in column 6 the teacher is free to add any other comments or information which he might consider pertinent to the recommendation.

The next step is a further screening by the guidance counsellor. This official is in a particularly favourable position to be able to make special recommendations on the basis of such personal factors as the student's personality traits, his family background, his emotional stability, his physical health (in consultation with the physical education and medical staffs), his general maturity, and the degree to which these factors would support or hinder his appointment to the special English programme.

At this point, the student himself is brought into the picture, and is asked to attend a special interview with a panel consisting of the Head of the English Department, the Honours Coordinator, and the Director of Guidance. This interview gives the school officials

responsible for the ultimate decision an opportunity to make a first-hand evaluation of the applicant's personality, interests and intelligence. It is followed by a tentative acceptance. Then, after weighing all the recommendations received, the data, and the results gathered through the procedures already carried out, the panel selects suitable students for the special programme.

The final step is the sending of a letter to the parents of the prospective special group, advising them that their son or daughter is being considered as a possible candidate for the senior Honours Programme. (See Appendix B.) Parents at this point have the opportunity to reject this privilege offered to their children if they so desire. If they are willing, however, to have their children enroll in these courses, they indicate their acceptance at the foot of the letters. When all letters are ultimately returned, the panel makes its final decisions, and the students are then officially informed of their acceptance or rejection.

Membership in these special courses is thus treated as a privilege, and all honours classes are checked and re-formed each year. Students previously rejected, or never before considered, may be added to the programme at any time, providing the initial recommendation from their teacher goes through the normal channels outlined above. Similarly, students may be dropped from the honours programme for any one of these three reasons:

1. If the student is not maintaining an achievement level of B or better because (in the teacher's opinion) the work is proving too difficult or his interest is decreasing. In such cases a withdrawal form, completed by the teacher, is processed

through the Head of the English Department and the Honours Coordinator.

2. If the student himself, with the permission and agreement of his parents, wishes to withdraw from the programme. In such cases, the student must obtain the permission of his counsellor, his teacher, the Department Head, and the Honours Coordinator.
3. If the selection panel considers that other students have shown themselves to be more worthy of the privilege than those already chosen for the honours class, the weak students may be removed from the programme to make room for the more deserving students. The initiative in such cases comes through the recommendation either of the teacher or of the counsellor.

In all cases of transfers in or out of the honours programme, the changes can be made only at the beginning of the school year or immediately following the first report. Because the programme is voluntary, and because the school wishes to build up the prestige of such advanced courses, all students who complete such a course have the following notation attached to their transcripts when they leave school to take up a job or to enter college:[40]

> This student had been enrolled in one or more of our advanced classes (indicated on the transcripts by the word "Honours") in which carefully selected students participate in an accelerated programme. Because of the nature of the work involved, and the increased competition, grades earned in such sections indicate a higher level of achievement than similar marks in regular academic classes.

The Tucson Programme of Identification

It is accepted in the Tucson school system that the level

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40. Dr. Allan A. Glatthorn and Dr. Carl J. Manone. A Programme for The Gifted Student in the Abingdon Senior High School, School District of Abingdon Township, Penn., March, 1961, p. 7

of intelligence as measured by a standardized I.Q. test is only one criterion for the selection of students for honours classes. It is realized that there is extensive evidence that an individual's I.Q. may vary several points within a given range, and that therefore such a figure should be only one of the selection standards. So, at present, assignment to honours classes is decided by a compilation of scores and grades on the following criteria:

1. Teacher and counsellor recommendation.
2. Personal interest.
3. I.Q. of approximately 115 or over.
4. High scholastic achievement, as evidenced by past grades.
5. High scholastic proficiency as evidenced on the Stanford Achievement Tests for Freshmen and Sophomores OR ranks at the 90th percentile or above on the L-score of ACE for juniors and seniors.
6. Parental approval.
7. Samples of writing.

It is also made clear to those students selected for this special opportunity that consistently high performances will be regularly expected of them; and that, if they show they are unable to maintain such a level of performance, they might be counselled into an A class. But before such a step is taken, the teacher of such a student will work over an extended period with the student in an effort to improve his academic motivation as a preferable solution to his personal problem of underachievement.

The Evanston Programme of Identification.

Since the philosophy of the English Department at the Evanston High School is that ability in English consists not merely of the

mastery of the four basic language arts of reading, writing, speaking and listening, but that it also includes such complex skills as the appreciation and understanding of literature, a knowledge of semantics and grammar, and a full awareness of the power and miracle of language, and that the purpose of enrichment is to enable the superior student to achieve a mastery of all these elements far above that normally achieved by the average student, it is clear that the selecting of those students suitable for admission to the enriched courses can be based only partly on statistical data derived from objective and teacher-made tests of ability and achievement in reading, writing, speaking, grammar, spelling and listening. Account is also taken of less easily measured qualities such as the power to reason, creativity, imaginative ability, work habits and industry, ability to work with one's peers, and the innate personal and individual interests of the student.

The Evanston organization differs from that at both Tucson and Abingdon in that two distinct levels of enrichment are provided for: an Honours Programme and an Advanced Placement Programme. The selection criteria for each of these programmes are quite different one from the other, so it will be necessary to deal with each one separately.

The Honours Programme

The statistical requirements for admittance to the first, and each subsequent,year of the Honours Programme are:

1. A verbal I.Q. of 125 or over.
2. A score of 85 per cent or better on the California Reading Test.
3. A score of 85 per cent or better on the Iowa Educational development Test on the Ability to Interpret Literary Material.
4. A mark of 1 or 2 in previous English courses.
5. A mark of 1 or 2 in the April examinations.

Acceptance as an Honours student depends on a student satisfying any four of these five requirements.

In addition to these criteria, it is also necessary for a student to show evidence of social, emotional, and intellectual maturity far above the normal. A candidate for the Honours Programme must therefore adequately satisfy a check list containing the following items:

1. He must write well.
2. He must possess an above-average appreciation of literature.
3. He must read rapidly and well.
4. He must read more than is required, on a level of maturity far above the normal.
5. He must listen critically.
6. He must show intellectual curiosity about subject matter.
7. He must speak well.
8. He must reason with logic beyond his years.
9. He must show caution in arriving at conclusions.
10. He must be able to cite sources to support reasons.
11. He must be able to demonstrate ability to organize his thinking.
12. He must be able to demonstrate ability to lead groups and to work in groups.
13. He must be able to demonstrate ability to stimulate class discussion.
14. He must be able to ask intelligent questions.

A panel of faculty members is appointed annually to assess the degree to which students recommended for an Honours class meet these requirements. Having been accepted for an Honours class, however, a student

then has to maintain his outstanding record, since all such students are re-assessed each year. If at any time they are unable to meet either the statistical or individual requirements, they may be compelled to return to the general programme. In the same way, a student can gain promotion to the Honours Programme at any point in his high school career.

The Advanced Placement Programme

The outstanding difference between the Honours and the Advanced Placement Programmes is that, whereas participation in the Honours Programme is compulsory once the student has been adjudged sufficiently talented to enter it, participation in the AP Programme is optional and is dependent on the consent of the parent. It might be well to emphasize here that it is the parents', not the students', consent which is the deciding factor.

Another difference is that the promotion of a student to a sequent AP course is much more thoroughly discussed and considered, and so it will be necessary to explain the actual procedure year by year.

To enter the first year AP course, a student must meet the following criteria:

1. He must have a verbal I.Q. of at least 138.
2. He must have correspondingly high achievement scores in previous English courses.
3. He must show social, emotional and intellectual maturity of an unusually high level.
4. He must have the recommendation of his grade teacher.
5. He must have the consent of his parents.

For promotion to the second and third years in the AP programme, the first three requirements are the same. Students who have achieved a mark of 1 or 2 in the first year AP courses are recommended for promotion to 2 English H (AP); but, in addition, any student who has achieved a mark of 1 or 2 in the general second year course (2 English) may also be recommended for transfer to the second year AP course instead of into the third year general course (3 English). In a similar manner, membership of the third year AP course is open to those students who make a score of 1 or 2 in the 2 English H (AP) course or who made a score of 1 or 2 in the April examinations at the end of the general 3 English course. Finally, completion of the AP programme in the Grade Twelve College Level course is open ONLY to students who meet the following requirements:

1. Successful completion of 1, 2 3 English H (AP)

or

2. Unusually high achievement in 3 English H or 3 English H (AP).

Considerations for a Selection Programme at Medicine Hat

From the mass of information outlined above, a consensus of opinion seemed obvious on at least two points:

1. Mere mathematical measurements of potential and achievement were not completely reliable as predictors either of outstanding talent or of probable success in an advanced course in English.
2. The broader the basis of selection, the greater was likely to be the chance of attaining an accurate and valid selection of the truly talented students.

At Medicine Hat, the testing programme already established

by the Guidance Department and the English Department gave quite a number of statistical marks and scales. But some doubt was felt as to the reliability of these particular tests as a means of identifying talented students. So a decision was made to carry out a limited and restricted investigation of these marks. The test results which are available to teachers in the Medicine Hat high schools are:

1. The DAT Tests

   These are a battery of differential aptitude tests given during the grade nine year. As far as English is concerned, only four of these marks have any particular significance: the verbal reasoning mark, which indicates the level of the student's ability to reason with words and to understand and use concepts expressed in words; the language usage mark, which indicate his competence in the mechanics of language; and the combination of these two marks, which measures general scholastic aptitude in English, the ability to learn from books and lectures and to master school subject matter.

2. The SAT Tests.

   These standardized tests of scholastic ability are given as part of the Grade Nine Departmental Examination, and consist of a verbal and a mechanics section. A comparison of the verbal and the total scores indicate whether or not a student shows any significant difference between his verbal and his mechanicial abilities, and thus will help to identify those particularly talented in English.

3. The stanine gradings in the Reading, Language and Literature Examinations in the Grade Nine Departmental Examinations,

together with the aggregate stanine for all the six papers. These stanine ratings will indicate the achievement level of the student in comparison with all of his peers in the Grade Nine group in Alberta.

4. The Cooperative English Tests, Forms 2A and 2B.
These English ability tests are given at the very beginning of the Grade Ten and the Grade Eleven years,and give an estimated ability grading in six areas: vocabulary, level of comprehension, total reading ability, English expression, and total English.

5. An I.Q. mark from a standardized intelligence group test given during the junior high school years.

It was decided to define the gifted student as a student in the top ten, fifteen or twenty per cent of the population, and to determine what agreement there would be on each of these scales on the students from the 1963-64 Grade Ten class who fell into each of these three groups. The tests selected for this experiment were:

(a) From the Grade Nine Departmental Examinations -
the total stanines on Reading, Language and Literature.
The aggregate stanine.

(b) The six marks on the Cooperative English Tests.

(c) The I.Q. mark.

The procedure followed was that, first of all, out of a total grade of 107, the top ten students on each test score were identified (the top 10 per cent), then the top fifteen (the top 15 per cent), and finally the top twenty (the top 20 per cent).

Altogether it was found that forty-two students appeared on

the final list of selections as being in the top twenty per cent of the grade in at least one of the tests. To evaluate even this limited experiment would take a complete thesis in itself, but some of the more significant facts which emerged from this study are summarized below:

1. When taking only the top ten students, it was found that students who appeared on only four out of the nine lists in the top ten per cent had to be included, and that thirty students in all appeared in at least one list. Only three students appeared in the top ten on all tests. This would seem to suggest that in selecting the top ten per cent the nine tests were not a reliable guide.

2. When the scope was raised to the top sixteen (or the top fifteen per cent), it was found that students who appeared on five or more of the lists had to be included, and that thirty-four students appeared on one or more of the lists.

3. When selecting the top twenty, it was again found that students who appeared on only five out of the nine lists had to be included in the top most talented students, and that forty-two students appeared on one or more of the lists.

4. When selecting the top ten per cent of each test, it was found that the only test on which the ten top students corresponded exactly with the ten students who finally appeared on the greatest number of lists was the Total English mark on the Cooperative English Test: and that the score which showed the least correspondence with the final selection was the I.Q. mark, only six of the ten most talented students on these criteria appearing

in the top ten on the I.Q. list.

5. This information was tabulated as follows:

TABLE II

IDENTIFYING TALENTED STUDENTS FROM TEST SCORES

Qualified on	Top 10%	Top 15%	Top 20%
all 9 criteria	3	5	6
8 out of 9 criteria	0	2	5
7 out of 9 criteria	2	2	5
6 out of 9 criteria	2	2	2
5 out of 9 criteria	0	4	2
4 out of 9 criteria	3	3	2
3 out of 9 criteria	4	2	5
2 out of 9 criteria	5	5	2
1 out of 9 criteria	11	9	13
Total No. of Students	30	34	42

6. The cut-off scores for each test for each level of selection are given in the following table:

TABLE III

MINIMUM SCORES ON SELECTED TESTS FOR IDENTIFYING THE MOST TALENTED STUDENTS IN GRADE TEN

Name of Test	Selecting Top 10%	Selecting Top 15%	Selecting Top 20%
Group I.Q.	119	118	118
Grade IX Stanines:			
English (max. 27)	24	22	20
Aggregate	9	8	7
COOP. English Tests:			
Vocabulary	168	162	161
Level of Comprehension	163	162	161
Speed of Comprehension	168	166	163
Total Reading	166	164	161
English Expression	165	160	159
Total English	166	161	160

Two factors emerge from this very incomplete survey:

(a) There would appear to be very little significant difference between the cut-off marks when only ten per cent of the population of grade ten are being identified and those found when twenty per cent of the top students were being segregated.

(b) When segregating the top twenty per cent, it was found that the identification of the outstandingly talented students became more obvious. This can be seen from a study of the full tabulation of the selections as given in Appendix C. From this table it can be seen that, when the top twenty

students on each test were marked off, the top ten students in the grade appeared on at least eight of the nine lists, with one exception. (It would seem that student number six should be omitted from the top ten per cent and replaced by student number twelve.) It will also be seen that, in this distribution, the additional five students who could be used to complete the top fifteen per cent all appeared on at least seven of the lists (again with one exception); and that the third group which would have completed the top twenty per cent all appeared on at least five of the nine lists. It is worth taking special note of student number nineteen. This student appeared on seven of the lists: but on only one was she in the top ten, and on only three was she in the top fifteen. It was not until the scores were lowered to include the top twenty students that she became prominent. Therefore, her inclusion in the lowest of the three talented groups can be justified.

In summary, then, it can be said that the English Department were impressed by the apparent validity of the selection made on this statical basis. So much so, that a similar check was carried out with the grade eleven students using the same nine tests.

7. In regard to the grade eleven experiment, the pertinent results were as follows:

TABLE IV

IDENTIFYING TALENTED GRADE ELEVEN STUDENTS FROM SELECTED TEST SCORES

Qualified On	Top 10%	Top 15%	Top 20%
all 9 criteria	1	2	6
8 out of 9 criteria	1	3	4
7 out of 9 criteria	4	5	4
6 out of 9 criteria	4	4	4
5 out of 9 criteria	1	1	4
4 out of 9 criteria	3	4	6
3 out of 9 criteria	3	8	12
2 out of 9 criteria	8	13	6
1 out of 9 criteria	21	18	24
Total Number of Students	46	58	70

It would appear, from a study of Tables 1 and 3, that the selection of the top twenty per cent of the population of either grade ten or eleven on the nine selected tests resulted in the unmistakable identification of those students who showed the greatest all-round talent in English ability and in general intelligence.

A comparison of the cut-off marks for grades ten and eleven also indicates that, although there are certain minor variations, in general there is a fairly close similarity. These two sets of cut-off scores are tabulated in Tables 2 and 4. They show that for these two populations (20 per cent of the grade) the I.Q. and the Grade Nine stanine ratings were identical, and that the scores on the various sections of the Cooperative Tests showed a s foreseeable increase for grade eleven.

TABLE V

MINIMUM SCORES ON SELECTED TESTS FOR IDENTIFYING THE MOST TALENTED STUDENTS IN GRADE ELEVEN

Name of Test	Selecting Top 10%	Selecting Top 15%	Selecting Top 20%
Group IQ	122	120	118
Grade Nine Stanines:			
English (max. 27)	24	22	20
Aggregate	8	7	7
Coop English Tests:			
Vocabulary	168	166	164
Level of Comprehension	164	164	162
Speed of Comprehension	167	165	163
Total Reading	167	166	163
Total English	166	165	163

This restricted investigation into the validity of statistical identification suggests that it could be possible to establish a system of minimum scores on a number of selected tests. Undoubtedly the ones used in the above experiment could be used, as well as grade scores throughout the junior high school and in grade ten, together with the DAT and SAT tests administered in grade nine. It might, therefore, be advantageous to prepare for English teachers and guidance personnel a form which would gather together all these scores for those students being considered for admittance to an honours class in grade ten or grade eleven.

Another point which emerged from this experiment was that it appeared that in each grade there appeared an elite top ten per cent which showed clear superiority in at least seven of the tests. The English Department in Medicine Hat was thus interested in the advisability and even desirability of establishing two levels of enrichment, as in Evanston. It was thought that this might be done quite simply in this way:

(a) For those students in the "second-level" of superiority, it might be possible to enrich the normal English courses and make these compulsory. In addition, various enriched elective courses would be made available, which these students could take or not, just as they pleased.

(b) For the students in the "first level" of superiority, both the normal and the enriched courses would be made compulsory, so that such students would take an additional course in both grade ten and grade eleven English.

Because of the initial size of the school system, it would be necessary to teach both levels in the same honours class, since it would be necessary in the beginning to take the top twenty students in each grade in order to qualify for the appointment of an English teacher for such a class. However, as the system grows in the coming years, it is clear that it will be possible eventually to separate these two groups; therefore, it was felt desirable to introduce the concept of differing levels of giftedness right from the start.

The Medicine Hat High School English Department endorsed wholeheartedly the widely-supported attitude that giftedness was

not just a matter of academic potential and achievement, but that it was determined in part by favourable personal attributes such as home and social background and experience, and personality traits of various kinds significant in superior students. It was therefore clear that, in addition to an academic record form, there would also have to be a personality check list on which various staff members could rate the ability of the student in certain established abstract fields. Specimens of the forms are included in the next chapter, in which the Honours programme is given in detail.

The final point to be discussed was that of the nature of participation. There was considerable opposition to the concept of compulsion, although it was realized that full development of individual potential was today a matter of societal significance. At the same time it was felt that to leave the matter of selection entirely to the chance of teacher recommendation or student request was also undesirable, in that it might quite easily lead to the neglect of much talented material. Some form of compromise was sought. We believe that a satisfactory method of combining the advantages, and avoiding the disadvantages, of both methods has been evolved in the following selection procedure:

(a) Towards the end of the grade nine and ten years the Head of the English Department draws up a list of all students in grades nine and ten, showing their grade rating on each of a selected number of ability and achievement tests. From these lists he identifies the top twenty per cent of the students in each of the two grades. The names of the selected students are circulated to members of the English and Guidance Departments. If any teacher

feels that a worthy student has been omitted, the case of this student is investigated further; if the Head of the Department agrees with the teacher's recommendation, the name of the student is added to the selected list.

(b) Subject teachers and guidance officers are then asked to fill out a personality check list for the selected students. The ratings received are discussed at a meeting of a committee chosen from the English and Guidance Departments. At this meeting a final selection is made.

(c) The Head of the English Department then interviews each selected student individually, determining the attitude of the student towards entering the Honours programme. Each student, whatever his reply, is then given a letter to take home to his parents. This letter informs the parents that the student is considered suitable for an Honours programme, and it explains to the parents what this means in term of work and application on the part of the student, and the advantages he would gain by entering the programme.

(d) A date is then set on which the parents may interview the selection panel, or on which the student can return the form of acceptance or rejection by himself and his parents.

(e) The Honours class is then set up.

It is felt that this scheme offers the following advantages:

1. It gives the student and his parents every opportunity to examine the proposal thoroughly and to make up their own minds whether or not to accept the offer.

2. Even if the offer is rejected, the school has fulfilled its obligation to make available to suitable students opportunities for

education at the level of their ability.

3. No suitable student will have been omitted either by genuine oversight or through personality conflicts with some individual teacher.

The full list of grade ten and eleven scores is given in Appendix C

III. COURSE CONTENT OF HONOURS PROGRAMMES

Curriculum content is the ultimate basis on which any programme for talented students will be meaningful or meaningless. What is presented to the students, and the reasons for its presentation, is the justification of any such programme, and should lead to outcomes which will demand the full intellectual development of the talented student. If this does not happen, then one is justified in challenging the selection of material as the fundamental cause of the resulting underachievement. Clearly, this full development will depend on numerous factors in the learning environment -- the superior learning potential of the gifted student, the educational philosophy of the school, the advanced development and learning rate of the gifted, the societal needs of the gifted -- but the success of an Honours programme in satisfying adequately these features derives ultimately from the selection of course material. This content cannot merely be "watered up" from the intellectual norm, since the purposes of education for the talented are not congruent with although they may at times be similar to, those for a normal course. Rather, the Honours curriculum must "delineate a new level of presenation of ideas which are commensurate with the superiority of the talented student". [41] In other words,

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41. Louis A. Fliegler. Curriculum Planning For The Gifted, Prentice Hall Inc, Englewood Cliffs N.J., 1961, p.377.

the curriculum content must be aligned, not with the general school administrative organization, but with the superior characteristics of the talented student, leading to the formation of a different developmental programme.

Evidence that much support for the "adding on" concept is still widely prevalent is seen in recent suggestions for such innovations as an extension of the school year, Saturday classes and summer school courses for superior students; such practices are advocated and practised in many centres such as Abingdon. The reason for this is clear: it is the easiest method of enrichment within the normal school framework. But it is the worst kind of enrichment, and Dr. Fliegler is quite emphatic in his statement that it is essentially erroneous to "conceive of adding-on as enrichment. The fact that a talented student can 'take it' is no justification for the burgeoning of courses". [42]

With special reference to honours programmes in English for talented students, Dr. Passow has on several occasions pointed out that any educational programme for talented students should stress, not the mere acquisition of knowledge as its ultimate goal, but the acquisition of ideas, meanings, relationships and insights, the building of concepts and understandings, creativity, and the stimulation of the intellect and curiosity. Only in this way, he says, can the talented student gain the broad base of liberal education during his high school years which will be almost essential for any future specialization on his part. [43] Dr. Passow then goes on to suggest

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42. Ibid., p.378.

43. Harry A. Passow. "The Comprehensive High School and Gifted Youth", Teachers College Record LVIII, Dec., 1956, p. 146.

that, just because they do offer this very breadth, depth, and emphasis on meanings, the humanities, the sciences and the arts are "probably more essential and appropriate in the education of the talented student than other subjects". [44] Such an opinion might logically be regarded as recommending the teaching of literature as a humanity, and of language as a science and an art, as desirable approaches to English with talented students. This is clearly quite a different approach from the largely functional philosophy of normal courses in English for high school students. Even where the material necessary for the talented student is the same as that being offered to the average student, it is perhaps more realistic to think of such material as being offered for reasons quite different from those governing the planning of normal course material. This point emerges strongly from research carried out jointly by the National Council for Teachers of English and the National Education Association into the nature and practices of Honours programmes across the United States. In their report, English For The Academically Talented Student, they conclude that an Honours programme in English should stress: [45] Extensive and intensive reading, Creative thinking and writing, Effective speaking, The skills of investigation and research, and Unusually high standards of accomplishment.

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44. Ibid., p.150

45. Arno Jewett. (Ed.), English for the Academically Talented Student in the Secondary School, Report of the Committee on English Programmes for High School Students of Superior Ability, Champaign, Ill., National Council of Teachers of English, 1960, p.50.

And, perhaps most importantly of all, the Report goes on to state: [46]

> Enrichment for the superior, high-achieving pupil does not mean the study of content already mastered, the pursuit of peripheral learning, or the completion of extra exercises similar to those required of average pupils. There is no place today for the "busy work" which often passes for enrichment.

It is therefore essential, in spite of the fact that some of the material (such as mastery of the basic communication skills) will be just as necessary for the superior as for the average student, not to approach the planning of curricula for superior students as simply a core content plus some additional material considered desirable for the full development of the high-level potential of such students. Even the inclusion of the "common elements" must be justified on grounds of their specific significance for the total education of the talented students; and these grounds will usually be quite different from those on which the same material is included in the normal programmes.

It became evident that no success can attend such special courses for superior students until these courses are thought of as a separate form of education with different philosophies and approaches. This fact has been recently realized in many American schools with the appointment of special administrative officers known as Coordinators of Special programmes. Programmes for the superior are thus considered with programmes for the retarded as not obeying the rules normally applicable to curriculum building in our schools. This is a basic concept of vast significance; and without this approach, no amount of research or planning will meet with success.

The Content of the Honours Courses at Abingdon

Perhaps one of the most significant features of the Abingdon

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46. Ibid.

programme for the talented students is the emphasis which is placed on what is called the Co-Curricular Programme. This is a comprehensive programme for such students through which the school provides a variety of activities, clubs and special programmes designed to assist the gifted student in fostering his social development, broadening his interests, and developing his special talents. It includes such activities as weekly evening seminars, at which programmes are presented by experts on some particular aspect of that subject, whether it be English or any of the other Honours subjects; school clubs and activity groups at which gifted students are brought into a more normal relationship with the rest of the student body, but which also provide them with the opportunity to turn their intellectual abilities to good social use; electives in certain academic areas (creative writing, developmental reading, dramatics, journalism, public speaking, radio-TV writing), with instruction being given two or three periods weekly; leadership training workshops; and annual college and career conferences.

Some of these provisions can meet with little exception, but there are others which some authorities might question. Many of these activities, for example, offer additional academic training and instruction on an optional basis; and Dr. Fliegler has expressed strong opposition to the concept of "elective" work of any kind in a planned programme. [47] He maintains that an acceptance of the concept of such courses as an integral part of education is "stifling to the imagination

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47. Louis A. Fliegler. Englewood Cliffs N.J., Curriculum Planning for the Gifted, Prentice-Hall Inc., 1961, p. 379.

and to a creative education". He suggests that, if teaching is fundamentally the engendering of ideas, then it is completely illogical to consider an idea as elective. If the purpose of special programmes is to educate the whole child, then the distinction between required and elective work is at best artificial and illogical. Dr. Fliegler feels that it should not be beyond the abilities of curriculum planners to make definite decisions as to what ideas are essential for any particular programme and to incorporate those ideas into the regular compulsory courses. The Report of the Committee on English Programmes for High School Students of Superior Ability of the National Council of Teachers of English also offers warnings about too much extra-curricular "adding on". It states: [48]

> .....there is the danger that bright pupils who have heavy homework assignments day after day will assume more extra-class responsibility than they should if they are to maintain their health and find time for leisure activities. Although this condition can exist in any type of programme or school, it may be particularly serious in special classes or programmes where the competition and pace are already rigourous enough.

There is much to be said in favour of the attempts of the Abingdon school authorities to offer talented students every possible incentive and opportunity to widen and deepen their subject mastery through co-curricular activities, but it is certainly a program phase that needs careful control and constant assessment.

In regard to the ordinary classroom work for the talented

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48. Arno Jewett. (Ed)., English for the Academically Talented Student in the Secondary School, Report of the Committee on English Programmes for High School Students of Superior Ability, Champaign, Ill., National Council of Teachers of English, 1960, p.60.

students at Abingdon, the Honours courses in grades ten, eleven and twelve are composed of material from twelve areas of language study: Grammar, Usage, Writing and composition, Vocabulary and word choice, Literary study skills, Using literary works, linguistics, Reading skills, Critical thinking and logic, Library research and study skills, Speaking, listening and the mass media, and Punctuation.

Grammar is included in Honours courses in each of the three grades because:

(a) It can help the student to talk sensibly about his language.

(b) It can help the student to write more effectively.

(c) It can help the student to understand the structure of his language.

The programme in grammar is so ordered that the presentation of the traditional material is completed by the end of grade ten. In grade eleven, the student is introduced to the "new grammar" structural linguistics. In grade twelve, he is provided with a thorough review of the traditional grammatical terminology. Also, at each of the three grade levels, certain specific grammatical elements receive special attention. The grammar content is as follows:

TABLE VI

GRAMMATICAL COURSE CONTENT OF HONOUR COURSES AT ABINGDON

GRADE 10	GRADE 11	GRADE 12
Identifying and using correctly: verbals gerunds infinitives gerund phrases infinitive phrases compound-complex sentences semi-colin sentences word order position of modifiers deferred subjects cognate subjects voice object with the passive voice	An elementary know ledge of the struct-ural approach to English, as set forth in Paul Roberts' Patterns of English.	Final review of basic grammati-cal elements. Review of terminology and definitions as Robert Pooley's Teaching English Grammar.

Since it can reasonably be assumed that a talented student probably comes from a literary environment and so tends naturally to use acceptable forms of usage without a great deal of formal in-struction, most of the usage included in the Honours courses is based on the correcting of errors occurring in the student's speech and writing. In addition, however attention is focussed on particular items of usage as follows:

TABLE VII

GRADE PLACEMENT OF PARTICULAR USAGE ITEMS
AT ABINGDON HIGH SCHOOL

GRADE 10	GRADE 11	GRADE 12
Gerund with the possessive. Infinitive tense. Participial usage.	Fine points of usage and word choice ordinarily covered in typical glossaries of usage.	Development of such concepts as: levels of usage, appropriateness of usage, formal usage in writing, and varying levels in speech.

Writing is perhaps the most important section of the Honours courses at Abingdon. It is expected that each honours student will learn to write logically, precisely and effectively. He is expected to submit one major writing assignment of 300 to 600 words each week, and to aim at a minimum of twenty major writing assignments during the year, including a number of longer themes of at least 1000 words. The teacher is left free to select his own topics for these written assignments, but it is recommended in general that such topics should either relate to current controversial issues of immediate significance to the students or be concerned with some aspect of the literature being studied at that particular time. Since it is often a characteristic of a talented student that he shows a flair for, or at least an interest in, the writing of fiction, poetry and drama, every effort is made to encourage such interest. But, at the same time, the importance of simple exposition is also realized, and in grade ten all the written assignments are expository

in nature. Grading of written papers is done on the basis of style, organization, reasoning and content.

Since a talented student possesses the unique ability to learn many words and to be able to learn new words easily, his main need in the field of vocabulary and word usage is a carefully-controlled programme of direct instruction aimed at systematically enriching his speaking, writing and reading vocabularies. He also needs to be taught precision and discrimination in his use of words. At Abingdon, these goals are achieved by frequent writing and revising, reinforced when necessary by teacher-made drills, and by encouragement to make frequent use of etymological references, dictionaries of synonyms, and the Oxford English Dictionary.

At Abingdon, the literary content of the Honours course shares the main emphasis with the work in writing and composition. In this field, a definite attempt is made to so structure the content of the various courses at each grade level that a talented student becomes at least acquainted with world literature, American literature and British literature, in that order. But no restrictions are placed on the methods of achieving these goals, and the teacher has considerable liberty in the selection of course texts. Official recommendations are made regarding reading material at each grade level, but a teacher can if he so wishes include other selections of his own choice.

In addition to this coverage in breadth of literary works, honours students are also expected to be familiar with the many types of literature, and with the purposes and techniques of reading certain types of literature effectively. Generally speaking, however, the

emphasis is on quality of reading rather than quantity. This demands training in what is referred to as "close reading", which involves the ability to enjoy, to analyze, to appreciate and to comprehend the meaning and methods of a particular piece of literature with deep insight and understanding. Such understanding comes through the reading of entire works rather than excerpts, guided by teacher-prepared instructional materials, with ample time allowed for full class discussion and analysis. For each grade level, the literary content is grouped around some central theme, for example: "Man and His Gods" in grade ten, "Man and His Society" in grade eleven, and "The Glory of English Literature" in grade twelve. The teacher selects his texts in relation to these themes, assigning some few for intensive class reading and study, and the rest for less intensive related outside reading. All literary texts, however, are chosen on the basis of:

(a) The teacher's own personal preferences.

(b) The nature and ability of the class concerned.

(c) The inherent importance and merit of the book as a work of art.

(d) The ability of the book to challenge the student and provide intellectual stimulation because of its complexity.

(e) The ability of the book to strike a responsive chord in the student because of the clear impact of its theme.

In grade ten, the emphasis is on world literature, and the recommended books range from The Iliad and The Odyssey to such books as Don Quixote and Cyrano De Bergerac. In grade eleven, there is still some attention to world literature, but the main emphasis is on American authors: books suggested for study include such titles as

The Scarlet Letter, Huckleberry Finn, Barefoot in Athens, Catcher in The Rye, and Death of a Salesman. The introduction to British literature in grade twelve centres around books by such authors as James Joyce, Johathan Swift, Conrad, Dickens, Hardy, Jane Austen and T.S. Eliot.

In the senior high school at Abingdon, the work in linguistics consists of a structured three-year programme consisting of a study of historical linguistics in grade ten, semantics in grade eleven, and a history of the development of the English language in grade twelve. The purpose of this section of the curriculum is to increase the interest of the scientifically-minded superior student through a logical and scientific approach to the development of linguistic communication as a predictable science. So, in this type of work, the students are encouraged to keep language notebooks, culling from conversations, newspapers, magazines, radio and television shows, current examples of linguistic phenomena. In grade ten, in addition to a study of the evolution of language and a history of writing, the course also contains some work on dialects. In grade eleven, the course work uses the text, Language in Thought and Action by S.I. Hayakawa. In grade twelve, attention is focussed on the history of the English language itself.

Not even talented students are, as a matter of course, good readers, and at Abingdon at all grade levels continuing instruction in specific reading skills is provided, with certain skills prescribed each year for particular study and practice in order of increasing complexity. The placement of a given skill at a particular grade level does not preclude other skills from being introduced and taught earlier if the need arises. No specific course time is

alotted to this type of work, and it is left to the discretion of the teacher to fit it most effectively into the complete English programme. In grade ten, the suggested skills are the effective reading of non-fiction books, the appraising of controversial articles, and the ability to discriminate between conflicting authorities. In grade eleven, the emphasis is on the increasing of reading speed and on the critical reading and appraisal of newspapers. And in grade twelve the objective is to refine and further develop all those reading skills which will help the student to read critically, analytically and judiciously.

No definite unit on logic is introduced into the honours English programme until grade twelve, but in previous grades certain fundamental principles of critical thinking and logical reasoning are included in the course content, the material for such work being derived from the students' own writing and speaking or from current publications of various kinds. In grade ten, the study is centred on such topics as evaluating the reliability of sources, understanding the nature and kinds of evidence, differentiating between observation, judgment and inference, and differentiating between relevant and irrelevant data. In grade eleven, the talented student is expected to be familiar with both deductive and inductive reasoning, to understand the fallacy of syllogistic reasoning, and to be introduced to the rudiments of non-Aristotelian logic. Finally, in grade twelve, he becomes aware of such common logical fallacies as post hoc reasoning, hasty generalizations, false dichotomy, begging the question and circular reasoning.

It is regarded as most important, in the Abingdon High

School, that the gifted student should learn the art of constructive discussion, especially since the enthusiasm and loquacity of such students often lead to bad discussion habits. It is felt to be particularly important that the talented student should learn such discussion skills as:

1. The ability to differ with an idea rather than with a person.
2. The ability to present a controversial viewpoint without antagonizing others.
3. The ability to take an active part in a discussion without monopolizing it.

Such training, of course, can be derived naturally from the large amount of time spent in discussion of literary selections; but provision is also made as necessary for specific instruction and practice in more formal speech situations such as debates, formal speeches and reports, and panel discussions.

It is an obvious corollary that a good speaker demands good listeners, and no effort is spared in helping talented students become active critical listeners, by training them to listen patiently and attentively, and to prevent their over-active minds from racing ahead of the speaker. The final test of how thorough this section of the curriculum has been covered comes with the applications of the various skills of reading, and listening to the mass media of the printed word, the radio and television, as well as viewing the messages of the screen. Specific skills are allotted at each grade level, but again these are in no way prescriptive, and the teacher is free to introduce whatever training devices

seem most appropriate and necessary at any given moment.

Lastly in the Abingdon programme for superior students, special attention is given to the problem of punctuation, since many talented students, in their eagerness to express themselves, tend to be impatient with what they term "all that fuss about commas". Therefore, it is essential to impress on such students that punctuation is a set of conventional symbols which they must know and use correctly if they are to produce acceptable standards of writing. At Abingdon, this is generally accomplished through attention to faults in the students' own writings rather than through artifically-contrived drill situations, and students are heavily penalized for repeated errors, being required to correct all mistakes in punctuation. Since most punctuation rules have been covered before the student enters the senior grades, most of the instruction given in these grades is of a review nature. In grade ten, the student is given a review of all punctuation marks studied up to that point, and is introduced to the correct use of ellipsis. In grade eleven no drill activities are prescribed, but the teacher deals with mistakes as and when they occur, and the same applies in grade twelve.

From the point of view of the Department of English in the Medicine Hat high schools, the most significant points about this programme were:

1. The emphasis on the writing and literature sections of the programme. This was in line with opinions expressed by such authorities as Dr. Passow in regard to the value of the humanities and the sciences as the most desirable studies for talented students.

2. The wide literary coverage given during the three years' programme. This coverage gave not only breadth, through the study of world as well as American and British literature, but also depth through the study of literary types and their characteristics.
3. The insistence on the need for a considerable amount of speech training with talented students, not only because they tend to develop bad speech habits as much as if not more than, ordinary students, but also because of the probable need for this skill in the prominent positions it is assumed that many of them will later occupy in society.
4. The problem of co-curricular activities. Although some reservations were felt about many of the plans operating at Abingdon, it was realized that some policy would probably have to be devised in regard to extra-classroom enrichment in the honours programme at Medicine Hat. It was felt that there was much point in Dr. Fliegler's comments regarding the illogicality of having compulsory and elective courses in an Honours programme and that, therefore, much of the academic activities being organized at Abingdon in out-of-class hours were probably undesirable if not definitely harmful.
5. There was general agreement with the idea of covering national as well as international literature. As far as such a principle could be applied to Canadian schools, this could mean the inclusion of sections on both Canadian and Australian literature since this, together with the

units on American and British literature, would give complete coverage of the entire Anglo-Saxon literary tradition and heritage.

6. There was agreement in the Medicine Hat Department of English with the Abingdon philosophy that the primary aim of any special English programme for talented students should be to give students well-rounded background training rather than any form of specialized and localized knowledge.

The Content of the Tucson Programme

The approach of the school authorities in Tucson to special English courses for talented students was, in many ways, diametrically opposed to that of the school authorities in Abingdon. At Abingdon, the general tendency was to suggest certain types of content material -- topics, titles, plays, concepts -- and then allow the English teacher freedom to select his own thematic approach, his own goals, and his own content from the lists of recommended material. In Tucson, it would appear that just the opposite approach is used. Here, for each section of the curriculum, the school authorities prescribe certain goals and objectives which should be achieved through the teaching of that particular unit or section; then, the teacher arranges his content in a manner calculated to achieve the prescribed goals. The only check on the teacher's freedom of choice would appear to be the texts made available to the schools. It is only as examples of what can be done with the units that the curriculum guide for the Tucson schools includes suggested lists of books and activities for the help of the teacher.

In grade ten, the course for talented students is divided

into four sections: speech activities, composition, grammer and literature. Literature is further sub-divided into sections on the short story and one-act plays, novels and drama, biography, and poetry. For each of these sections and sub-sections, the curriculum guide, Report of the Committee To Outline Courses for Honours Classes, lists the objectives the teacher is expected to achieve in that particular unit. For example, the objectives of the speech activities in grade ten are listed as the development of the ability to speak clearly and confidently before a group, the provisions of opportunities for students to perform effectively in public, the provision of opportunities for students to participate in extra-class activities, and the development and encouragement of intelligent and courteous discussion of controversial ideas. Working along such lines, the teacher is then left free to include such activities and learning situations as he feels will best achieve these ends. In a similar manner, the objectives of the literary work in grade ten are given as:

1. The ability to distinguish between different kinds of novels forms and purpose: historical, sociological, psychological, satirical, biographical, etc.

2. The ability to understand the difference in structure between (a) novels and short stories, (b) novels and plays.

3. The ability to distinguish between different kinds of plays: comedy, tragedy, history, farce, melodrama, comedy of manners, social reform, fantasy, etc.

4. The cultivation of a taste for wider and more discriminating reading of novels and plays.

5. The development of a more mature understanding of the development of character in the novel and the three-act play.

The Guide gives lists of suggested titles for class study and additional reading activities.

In grade eleven, the course is established on a rather different basis, and consists of five sections: the development of mature research skills and techniques, a deep study of American Literature through a thematic approach, the widening of independent study techniques and abilities, an introduction to small-group techniques of learning, and a controlled writing programme.

Since these sections themselves are dealing largely with abstract skills and competencies rather than with the acquisition of factual knowledge, the curriculum guide tends to give more lists of suggested material than it does for grade ten. Even the section on American literature aims at comparatively mature concepts regarding the nature and origins of Americal literary tradition rather than with mere factual knowledge of American authors, as can be seen from the suggestions for such themes as the effect of social conditions on the literature of the South, the influence of the business man on literature, the theme of space and movement in American literature, and American literature and the Civil War.

All other sections of the grade eleven programme are related to and derived from the work done in the literary study unit.

In grade twelve, the programme consists of four parts, each of which consists of a deepening and a broadening of the student's background and ability. They are: literature, composition, oral techniques, and listening techniques.

The literary content of the course consists of a survey of world authors and their works, with no suggestions given as to what authors should be included. The works chosen must use certain themes such as "The Good and Evil That Men Do", or "Man and His Destiny". The poetry section of this work pays particular attention to prosody and the craft of the poet, as well as to meaning and content. In regard to fiction, there is particular emphasis on the reading of great works in their entirety.

In composition, practice is given in various forms of written expression: the essay, the research paper, the short story, the play, and poetry. Throughout all of the writing activities, considerable emphasis is placed on the acquisition of a personal style of literary merit.

In a similar manner, opportunities for oral expression take many forms: short talks, debates, panels and reports.

All of these various activities are inclued in the work of each thematic unit, and they are all inter-related to a considerable degree.

The feeling of the English Department at Medicine Hat after studying this programme was that it might be an ideal method under ideal conditions. But generally, it was felt that the large degree of freedom permitted to the teacher and to the students could lead to considerable waste of time and effort. As was indicated earlier, research evidence has tended to show that talented students, perhaps moreso than other types of students, require considerable intellectual discipline in order to ensure that their capabilities develop along effective and efficient lines.[49] It would seem

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49. Supra., p.73.

logical therefore to expect a fairly large degree of prescription both as to content and as to method in an effective programme for talented students. It would also seem clear that the implementation of a programme such as that suggested at Tucson would demand a very efficient and liberal-minded teacher, able to select and organize wisely and efficiently. Yet research shows that the supply of such highly-gifted teachers is strictly limited. [50]

A comparison of the Tucson and the Abingdon programmes served to underline the necessity for compromise between over-standardization of instruction and the need to provide for individual differences even among such a select group as that of the talented students. Dr. Fliegler has pointed out that there is a tendency among educators to conceive of the approach to curriculum development for the gifted too narrowly, and that the requisites for proficiency have almost become standardized. He regrets that it is now widely assumed that, to achieve adequacy, every gifted child needs a set curriculum, and that little opportunity is permitted for diversification. [51] Exactly where the dividing line should be drawn between standardization and diversification is a problem the answer to which depends on many other factors than merely the psychological and intellectual needs of the talented students. Local school and societal conditions and mores will also have to be considered, as well as the staff competency and the student motivation. The feeling at Medicine Hat is that it might be preferable to prescribe with some degree of rigidity the material

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50. Supra., p. 70.

51. Louis A. Fliegler. Englewood Cliffs, N.J., Curriculum Planning for the Gifted, Prentice-Hall Inc., 1961, p. 378.

which should be dealt with at each grade level, with some suggestions as to how such material might best be presented. Such an attitude would be in keeping with the feeling, already described, that it would seem logical and desirable for an English Department to commit itself in deciding what ideas should or should not form part of a special programme of education for talented students. It was strongly felt that either there had to be full direction or none at all: that if the English Department was to accept the responsibility of deciding on the basic structure of such courses, then it should also be given the responsibility of deciding the details of the presentation of such material.

The Evansten Programme and its Content

At Evanston, two types of special English programmes are made available for talented students: the Honours Programme and the Advanced Placement Programme. But since the AP Programme consists simply in the moving of content down one grade (so that the grade ten AP class would be studying the same material as the grade eleven Honours class) it will be sufficient here to describe the content of the Honours courses.

The English courses at Evanston are all arranged on a thematic basis, and every year a special meeting of the English Department is held to decide on the themes and the content for each of the Honours courses for the following year. Various ideas and materials are discussed, and the final decisions are made on the basis of a majority vote. In practice it has been found that much of the content material, and even some the themes, tend to remain fairly constant. The Honours courses are decided on only after the ordinary

courses have been established; and then, additional material is added to the ordinary courses to make up the Honours programme. At the same time, it is expected that the material thus included in the Honours courses will be studied more intensively than is the case in the ordinary courses.

All Honours courses are composed of seven sections: a core literary unit, a developmental reading section, a thinking skill section, a library reference skills section, a composition unit, a developmental grammar unit, and a speech skills unit. Work under all of these headings is included in each theme throughout the year.

Since all other work is directly related to and derived from it, the literary content of the programme is of prime importance. The year's work at each grade level is divided into a number of themes, varying from five to ten depending on the amount of time allotted to each. An example of this thematic approach is given in Appendix B, which shows the themes suggested by the English Department for the year 1960-1961, a table which has been compiled from publications of the English Department at Evanston High School. The same themes have been suggested for the years 1961-1962 and 1962-1963.

The literary content of the Honours courses at each grade level contains work with novels, short stories, poetry and drama; at each grade level there may be work in any one or more of the fields of biography, non-fiction, mythology. Since the high school at Evanston commences with grade nine, it is necessary to describe the courses for four years instead of the normal three as in Alberta. In

grade nine, the literary content consists of:

1. A study of three novels.
2. A study of about six short stories selected from the anthology Short Stories for English Courses.
3. A study of ballads, narrative poetry, humorous poetry, and lyrics, using the anthologies A Concise Treasury of Great Poems and Doorways to Poetry.
4. A study of a Shakespearean play (a comedy is recommended), and at least one modern play (Life With Father or The Winslow Boy is recommended).

In addition, the Honours course in grade ten includes the reading of a non-fiction book, The Raft, and a unit on mythology from Greece and Rome.

The reading work associated with this literary study concentrates on the development of such reading skills as: study skills, rate of reading, comprehension, critical reading, and enlargement of vocabulary. The thinking skills to be developed and trained during the grade nine course are the ability to distinguish between facts and opinion, relevant and irrelevant statements, correct definitions, differentiation between argument and description, emotive language, and propaganda devices. Thorough training is provided in the efficient use of such basic library references as dictionaries, encyclopoedias and biographical dictionaries. The work in composition concentrates on the perfecting of paragraph writing, and on the introduction to clear expository writing in units of up to 300 words. Work in developmental grammar covers such a wide range of topics as relative pronouns, sentence structure (completeness,

variety and parallelism), the use of the comma and the hyphen, capitalization, and misused words. Finally, in regard to speech skills, the emphasis in grade nine is on oral reports, which have to be given without reference to the thoroughly-prepared outlines. The teacher is particularly concerned in checking such details as articulation, correct and appropriate pronunciation, and adequate voice control.

In grade ten, the honours course consists of:

1. The reading of five novels, including Silas Marner and The Old Man and The Sea.
2. A further selection of short stories from Greatest American Short Stories.
3. A further selection of about twelve lyric poems.
4. A Shakespearean tragedy (Julius Caesar is recommended), and one modern play (The Diary of Anne Frank, Abe Lincoln in Illinois, or The Glass Menagerie).
5. A biography: each student is expected to select his own title.

Further study is carried out in regard to the same basic skills in developmental reading, selecting more complex concepts and understandings. Development of the thinking skills covers such concepts as arguing in circles, noting assumptions, the validity of evidence, particular and general statements, and further investigations into propaganda devices. In grammar emphasis is on such points as verbals, the subjunctive, phrases, clauses, the use of underlining, and agreement. Composition work is concentrated on the writing of different types of prose such as argument, explanation and restatement. Work in library

references is extended to include books of quotations, books of proverbs, maxims and familiar phrases, rhyming dictionaries, the thesaurus, dictionaries of synonyms, various indexes, and the Reader's Guide to Periodical Literature. Finally, speech activities are concentrated on group and panel discussions, together with further perfecting of oral reporting techniques.

In grade eleven, the literary requirements are:

1. Three novels (only Cry, The Beloved Country is not American).
2. A further selection of short stories from the previously-used text.
3. Prescribed selections of poetry from Sound and Sense: An Introduction to Poetry, and A Concise Treasury of Great Poems, plus selection from the American epic John Brown's Body.
4. Macbeth, plus one of Our Town or Cyrano de Bergerac.
5. Hiroshima, plus essays from Panorama (7 selections).

Developmental work in reading continues with increasing emphasis on critical reading, including such items as emotional response and appreciation of style. Such thinking skills as distinguishing between explanations and interpretations, recognizing a post hoc fallacy, distinguishing between levels of abstraction, and recognizing the fallacy of either-or thinking are taught. Work on the use of the library now introduces the Oxford Companion series, histories of American Literature, literary concordances, dictionaries of contemporary usage, dramatic indexes, short story and poetry indexes. Work in composition deals with such topics as precis-writing, the informational

essay, the research paper, business letters, and literary criticism and review. In grammar students review the use of verbs, and study sentence structure and the less common forms of punctuation such as the semi-colon and the ellipsis. Speech training at this grade level is of two kinds: frequent practice in all of the forms previously studied, and attempts to improve the level of oral reading of literature, both prose and poetry.

In the final high school year, the literary content becomes much broader and deeper in its scope. In the first three years it has concentrated largely on American literature, but now, while including several American works of some complexity, the course ranges widely both geographically and historically in the realm of literature. The literary content for grade twelve consists of:

1. The reading of eight or nine novels by such authors as Henry James, Nathaniel Hawthorne, Faulkner, Tolstoi and other Russian authors.
2. A selection of short stories from the text Prose and Poetry of the World.
3. Poetic selections from Sound and Sense: An Introduction to Poetry and Immortal Poems.
4. Three plays: Death of a Salesman, Hamlet, The Doll's House.
5. Selections of essays from Essays For Modern Youth and Ideas in Context (Sabin).

Work in developmental reading skills continues with increasing emphasis on the more abstract qualities of great literature. Thinking skills are further improved by the study of such problems as false

analogy, validity and truth, kinds of evidence, statistical reliability and interpretation, and recognition of inferences from false propositions and premises. In library work, students are encouraged in the use of world literature references, and specialized dictionaries such as Harpers's Dictionary of Classical Literature. Composition work concentrates on more imaginative essay writing and on "creative" writing as opposed to expository writing. At the grade twelve level there are no new grammatical concepts to present to the students, and so the work consists of a review of those concepts which might seem to be least understood. Intensive drill is given individually or in small groups when needed. The speech content of the grade twelve course is as for the grade eleven class.

The most striking aspect of the Evanston plan was the tremendously detailed planning that had gone into the preparation of the programme. The English Department at Medicine Hat was favourably impressed by this, since it was felt that such a procedure gave a strong sense of direction to the students which could not fail to influence the strength of their motivation. It would also increase their confidence in the worthwhileness of the work since they would understand from the very beginning how much there was to do and the purpose behind the programme.

But a study of this programme also served to strengther among the English teachers at Medicine Hat, their misgivings about the apparent overemphasis on the thematic approach. It was felt that such a method might have certain drawbacks to it, one of which is the lack of chronological study in the course. For talented students, with their keen sense of history and interrelationships, this omission

might leave a large gap in their intellectual background in the field of English. Such a method also appears to lead to a considerable lack of balance, in the case of Evanston towards American literature at the expense of other equally rich national cultures. On the other hand, the English Department at Medicine Hat endorsed the inclusion of mythology into any enriched English programme, since this literary era marks the very beginnings of western culture and philosophy. Some reserve was felt, however, about the apparent lack of emphasis on the Shakespearean tradition. One Shakespearean play is prescribed for each year, but nowhere in the course is there any attempt or opportunity to realize the importance of this one man on the development of world literature. He is presented merely as an isolated dramatist, on a par with Clarence Day or Arthur Miller. Because of Shakespeare's deep insight into his fellow men, it was felt that such a distorted emphasis might be a mistake, but one which might have been due to the themes selected. Support was expressed for the emphasis on oral composition as opposed to a restricted writing program, but it was felt that the consideration of "thinking skills" as a separate section of the programme was rather artificial and could more reasonably have been included under other sections such as developmental reading, where it more rightly belonged. In brief, there was a suspicion that some of this planning had created rather a segmental view of English which might not have the results hoped for by the planners of the programme.

In conclusion, therefore, having studied these three programmes as well as much of the literature available on the problem, the following conclusions were made:

1. It would appear to be the general practice in preparing special programmes in English for talented students to place the main emphasis on the literary content. Such a step can be justified on the grounds of the importance of a humanity such as literature in the education of such students.

2. There would appear to be a tendency to construct honours courses in English simply by adding on to the content of the normal English courses. It is doubtful if such a procedure can be justified on either psychological or pedagogical grounds, since the intellectual needs of talented students differ fundamentally from those of ordinary students. It might even be more logical to assume that the content of an Honours course should be less in volume than that of a normal course, since the work is going to be studied much more intensively and much more time is going to be spent in discussion and controversy.

3. Considerable emphasis would appear to be placed on an increased proportion of oral work for talented students as opposed to normal students, since as probable leaders they must be able to communicate clearly and effectively.

4. There would appear to be little constructive thought in regard to the exact needs of talented students in relation to a writing programme. There would appear to be little if any difference between the writing programme in an honours course and that of a normal course. It may be that this is as it should be ; that writing is an artificial form of communication at best, and that better writing will result automatically from better reading and speaking. But considerable doubt was felt at Medicine Hat in this regard; it was

felt that this might be regarded as a weakness.

5. The thematic approach seemed to be quite widespread. But, as has been noted, the English Department at Medicine Hat had some reservations about this as the only or even the best method of planning an enriched course for talented students.

6. The problem of student load and student over-involvement was one that it was felt would need careful attention and assessing. Extension of instructional opportunities might be considered an undesirable survival of the "adding-on" complex, but at the same time such opportunities should perhaps be available for those students able to undertake them without harm.

7. The form of the Evanston plan would seem to raise the point about the danger of nationalistic feelings upsetting the liberal balance of such courses. It is true that any historical study of world literature will almost certainly lead students to realize that the survival of a large body of great literature is one of the unmistakable signs of greatness in a nation (as seen in Greece, France or even Great Britain), yet the value of regarding literature as great simply because it happens to come from a particular nation would seem to be a concept fraught with dangers for the development of a truly critical attitude in the student.

8. No absolute choice of material is possible, or ever will be possible, in regard to such a dynamic form of knowledge as language. Therefore, content will inevitably be entirely a matter of selection based on sound principles and clear objectives. The discovering of such bases for an honours course at Medicine Hat has been the justification and purpose of this study.

IV. INSTRUCTIONAL PROCEDURES FOR HONOURS COURSES IN ENGLISH

The final aspect of curriculum planning for talented students to be investigated was that of method, and this problem was dealt with from two points of view: classroom techniques, and organizational procedures. It has already been assumed, in the pilot projects carried out in 1960-61 in Medicine Hat, that the only reasonable organizational procedure was that of segregated enrichment. Research since that time has not contradicted this belief in the desirability of special classes for the talented, but it has indicated that there is one other procedure which often occurs with it. This procedure is that of acceleration.

Morris Messiter has pointed out that acceleration and enrichment cannot be treated as a dichotomy, that it is not so much a question of either-or, but rather, of how much of each.[52]

He then goes on to quote Terman's comment:

> How much risk of maladjustment can one afford to take in order to keep the gifted child at school tasks difficult enough to command his attention and respect?

Much support for the acceleration of gifted students as an integral part of any special programme of education for such students was not hard to find.

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52. Morris Messiter, "Cooperation of Secondary Schools and Colleges in Acceleration of the Gifted Students", Journal of Educational Sociology XXIX, Jan., 1956, p. 224.

Sidney L. Pressey, in a speech on the question of acceleration, stated that the evidence clearly shows that the most able students do not suffer from acceleration, and that much of the evidence indicates that they seem to gain. He also maintains that another valid argument for introducing some measure of acceleration is that able students should progress more rapidly than the lockstep rate through both school and college because they develop more rapidly than the average young person and, therefore, should get into their productive careers earlier than occurs with the lockstep.[53] Dr. Ruth Strang has pointed out that there is considerable evidence to indicate that achievement both in high school and later life stems from habits, interests, attitudes and motivation established in early school life, quoting Terman's findings that gifted youth who were accelerated outstripped those not accelerated, Cohler's conclusions that the effect of acceleration was improved performance, and Engle's belief that acceleration was generally conducive to more favourable educational and vocational results than non-acceleration.[54] Morris Messiter has expressed his viewpoint that enriched acceleration is an essential need for high ability youth.[55] And as a final

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53. Sidney L. Pressey. Acceleration: Basic Principles and Recent Research, an address delivered at Princeton, N.J., 1958.

54. Ruth Strang. "Gifted Adolescents' Views of Growing Up", Exceptional Children XXII, October, 1956, p. 10.

55. Morris Messiter. "Cooperation of Secondary Schools and Colleges in Acceleration of the Gifted Students", Journal of Educational Sociology XXIX, January, 1956, p. 223.

justification for the inclusion of some form of acceleration in an advanced course, the Educational Policies Commission of the National Education Association has gone on record as favouring acceleration in the upper elementary and high school grades for the socially mature. [56]

Support for the principle of segregation of talented students was found to be of two kinds: negative and positive. The positive support consisted of statements which stressed the benefits of introducing special classes, such as the statement of Joseph Justman of the New York City Board of Education, who stated that the segregation of intellectually-gifted pupils in special classes is generally accompanied by academic achievement superior to that normally attained by equally-gifted pupils who remain in normal-progress groups. [57] The negative support is that which points out the disadvantages of not segregating, such as given in an article by Terman in which he stated that "in these days of crowded schools, when so many teachers are overworked, underpaid and inadequately trained, curriculum enrichment for a few gifted in a large mixed class cannot begin to solve the problem". [58]

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56. Educational Policies Commission, Education of the Gifted, Washington, D.C., National Education Association, 1950, p. 86.

57. J. Justman. "Academic Achievement of Intellectually Gifted Accelerants and Non-Accelerants in Junior High School", School Review, LXII, March, 1954, p. 147.

58. Louis M. Terman. "The Discovery and Encouragement of Exceptional Talent", American Psychologist, June, 1954, p. 228.

In regard to the specific classroom techniques to be employed with superior students, a study of the programmes in operation at Abingdon, Tucson and Evanston would seem to suggest that, basically, there are only two differences in teaching gifted students from teaching average students:

1. There is much more emphasis on the "thematic" approach to literature than there would be with an average class.
2. The gifted student should be granted more freedom from classroom discipline in order to indulge in individual research and study, and in creative thinking of his own.

Apart from these two facts, however, all of these three programmes tend to suggest that methods which are desirable for average students are also generally successful with the more talented. For example, the Abingdon curriculum guide insists that grammar is best taught to all students by an inductive process and by stressing a few elements at each grade level, and that it is a danger to be guarded against when a teacher of an advanced class is tempted to increase this allocation of elements simply because the students can handle more work. But other aspects of teaching method which were suggested as being more desirable with gifted students than with average students were:

1. Gifted students should read whole works rather than excerpts.
2. All types of language work should be derived from, and closely related to, the literary material of the course.
3. Since a gifted student usually has a flair for, and an interest in, the writing of fiction, poetry and drama, more

opportunities should be provided for him to indulge these interests.

4. English should be taught as a completely-integrated subject.

5. A gifted student should have more opportunities for developing oral competence.

Research findings on the whole tended to emphasis in particular the need for intellectual and creative freedom for the talented student. Dr. Passow, for example, maintained that, for the gifted, good teaching procedures were those which enabled the child to work independently as well as with others, to experiment with ideas and materials, to explore more widely in order to achieve greater mastery of content and to experience opportunities for correct expression. [59] He also returned to the same theme when he stated in another place that methods which stress research, independent thinking and wide understanding are more appropriate than rote learning for talented students. [60] Sidney Pressey emphasized the need for establishing readily-available administrative machinery to make it possible for a talented student to have certain curricular freedoms and special opportunities to foster best his potentialities. [61]

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59. Harry A. Passow. "Are We Short-Changing the Gifted?" School Executive LXXV, December, 1955, p.54-57.

60. Harry A. Passow. "The Comprehensive High School and Gifted Youth", Teachers College Record LVIII, December, 1956, p. 148.

61. Sidney L. Pressey. "Concerning the Nature and Nurture of Genius", Scientific Monthly LXVIII, September, 1955, p. 127.

In considering the implications of these various opinions and suggestions for the local situation at Medicine Hat, the following conclusions were reached:

1. Support for the complete segregation in special classes was encouraging.

2. The value of acceleration was clearly recognized and accepted as a long-term goal in developing an advanced programme for talented students. But before such an effective motivational device could become operative, the cooperation of school boards and Canadian universities would be necessary.

3. Serious attempts would have to bemade to allow for the maximum amount of academic freedom, while keeping in mind that a talented student probably needs mental discipline more so than does the average student.

4. A greater percentage of class time would have to be spent in oral work, both formal and informal.

5. There was serious concern over the matter of the thematic approach. Many reservations were felt about the rigidity of this approach in the American programmes studied. It was felt that, by nature, a talented student is highly efficient in drawing his own inferences and in developing concepts, and that the overemphasis on the conceptual nature of the literary work may be resented by him as "leading him" along some one else's paths. In the second place, it was felt that, because of his keen perceptual ability, a talented student might see many more mature relationships and symbolical implications in a piece of literature than even the teacher, and that his vision may be restricted by this "pre-conditioning" of selecting

the literary content round just a few pre-determined ideas. Thus, while it might well be true that a certain story is an excellent illustration of the concept of selfless devotion, it might also just as well be regarded from many other points of view with equal force. What is a student expected to see, for example, in the Iliad? Just an old myth? Or is it valuable as a social document? Or is it valuable as the embodiment of certain personal characteristics which have become the basis of human values in western civilization? It was clearly felt that a gifted student, if allowed to approach a great literary work with an open mind (simply that this was a piece of Canadian or American literature), was likely to develop deeper learnings and understandings than if the work was presented simply in a narrow context.

V. THE END OF THE RE-APPRAISAL PERIOD

This brought the study of other programmes and the investigation of related literature to a conclusion. From what had been learned, and from opinions which had been formed as a result of the investigation, it was now felt that a special advanced English programme for the Medicine Hat senior high schools could be developed which would cater adequately and effectively to the special needs of the talented students. Such a programme, obviously, would have to be established within the framework of the regulations of the Alberta Department of Education in regard to graduation and examination requirements. Certain basic principles were adopted before the detailed planning began:

1. The advanced English programme would be established as a complete and sequential educational experience, and definite courses would be prescribed which would have to be taken in toto or not at all. There would be no elective courses.
2. Definite selection procedures would be established.
3. Recommendation for advanced courses would not be optional either on the part of the teacher or of the student. All student records would be checked, not just a select few, and opportunities for admittance would be offered to all students who could meet the prescribed standards. Acceptance of this offer, however, would be optional on the part of the student and his parents.
4. In regard to course content, it would be the practice to prescribe certain texts for class study, and then to leave the teacher free to add whatever additional material he felt to be desirable or necessary.
5. Members of the English Department who felt a particular interest in the teaching of talented students would be encouraged to take additional training in this field through attendance at summer courses.

The only step now remaining was to draw up in detail the programmes which best fit the decisions made as a result of the investigations described in this chapter. The final Honours programme as developed for the Medicine Hat high schools is given in the next chapter.

CHAPTER IV

THE DRAFT OUTLINE OF THE FULL HONOURS PROGRAMME IN ENGLISH DEVELOPED FOR USE IN THE MEDICINE HAT SENIOR HIGH SCHOOLS

Since the Department of Education for the Province of Alberta has laid down certain prerequisites for completion of a full high school programme in English leading to the awarding of a High School Diploma, it is essential that any locally-developed special programmes for talented students enable such students to fulfill these conditions of graduation, and at the same time be catered to more adequately according to their special needs and abilities.

1. DEPARTMENTAL RESTRICTIONS

It has therefore been found necessary to prescribe some parts of the Honours courses to meet Departmental requirements. The restrictions which affect the organization and administration of these special courses are outlined below:

1. The Alberta Department of Education requires that , in order to graduate, a student must obtain at least fifteen credits in English in the senior high school grades, of which 5 must be obtained in English 10 and five in English 30 or 33. This means that a student might make up the other five credits either from additional courses taken in grade ten, eleven, or twelve.

Students in Honours English classes are required to take these additional five credits in grade eleven.

2. The students enrolled in the Honours programme are thus required to take the following programme of courses:

In Grade Ten	: English 10 H
In Grade Eleven	: English 20 H
In Grade Twelve	: English 30 H

3. English 10 H is an honours course which covers the basic material of the normal English 10 course as prescribed by the Senior High School Curriculum Guide for 1964-65, with suitable enrichment both of content and method.

4. English 20 H is a special local course set up to maintain the emphasis on the teaching of English to talented students as a unified discipline, rather than as separate literature and language courses. English 20 H contains the basic material of two prescribed courses:

Language 20 and Literature 21.

A student who enrolls in English 20 H is thus registered with the Department of Education in the two prescribed courses named above; English 20H thus becomes a ten-credit course. Suitable enrichment in both content and method is provided which, to some degree, is left to the discretion of the class teacher.

5. English 30 H consists of the basic content material of the English 30 course, suitably enriched.

6. Students enrolled in an Honours English course at any grade level will be discouraged from enrolling in any other elective English course during that same year. It is possible, however, that exceptions might have to be made for students especially gifted in creative writing who might want to enroll in Language 21. Such applications from students would have to be dealt with individually; no firm policy has been established to cover such exceptional cases.

7. It is realized that there may be some problem over grading the talented students in the advanced classes at the end of the year for the benefit of the Department of Education, since it must be clear that a mark of 60 per cent by a student in an Honours class is in no degree comparable with a mark of 60 per cent by a student in an ordinary English course. It is therefore intended that the final grades made by these Honours students will be converted according to the following scale before being entered on the Department of Education grade cards.

TABLE VIII
SCALING PROCEDURE FOR REALISTIC GRADING OF MARKS
MADE BY HONOURS STUDENTS AT
CRESCENT HEIGHTS HIGH SCHOOL

GRADE SCORE	CONVERTED SCORE	GRADE SCORE	CONVERTED SCORE
100	100	50	65
90	93	40	52
80	86	30	39
70	79	20	26
60	73	10	13

From this scaling procedure, it can be seen that a student who makes a score of 60 per cent on his course work will be graded at 72 per cent; on the other hand, a student who scores only 40 per cent on his course work will be graded at the 52 per cent level. This means that, in the case of the latter student, he will obtain his credits for the English 10 course, but he will be regarded as having failed the honours course and so will be ineligible for transfer to the sequent honours course, unless he elects to repeat the English 10 H course.

8. In order to conform with the regulations of the Department of Education regarding the proportions of the courses to be devoted to

literature and language, the following division will be made:

TABLE IX

COMPOSITION OF HONOURS COURSES AT CRESCENT HEIGHTS HIGH SCHOOL

COURSE	AMOUNT OF TIME DEVOTED TO LANGUAGE	AMOUNT OF TIME DEVOTED TO LITERATURE
English 10 H	60%	40%
English 20 H	50%	50%
English 30 H	40%	60%

II. A PHILOSOPHY OF HONOURS PROGRAMMES

The programmes of instruction to be outlined in this chapter are based on the following beliefs and philosophical concepts:

1. The desirability of developing a special honours programme to meet the needs of the talented students can be supported on two basic premises:
   (a) The making of adequate provision for the needs of talented students is an integral part of the overall responsibility of a school to cater adequately to the needs of all students; and since research clearly shows that the normal programme and the normal classroom situation is inadequate in this regard (no matter how good the teacher might be), the development of special programmes of instruction taken by specially-selected groups of talented students is unavoidable if a school is to fulfill its basic functions in this regard.

(b) In our modern, highly-complex and highly-technological society, no country can afford to waste, through under-achievement, any of its natural resources in human skills and intelligence and expect to prosper or even to survive. It is therefore a social as well as an educational duty of a school to make the maximum contribution to the full development of the special abilities of all its students.

2. Other considerations which might be regarded as acting in favour of homogeneous grouping of talented students to take specialized courses are:

(a) Since the range of ability will be much less in such a special group, teachers will be able to provide a programme of greater depth and breadth, to cover basic material more quickly, and to devote more time to enrichment activities.

(b) Teachers in other classes will thus have more time to devote to less able students because of a smaller class range of ability.

(c) Instead of being expected constantly to stimulate others, talented students will now be able to stimulate, and be stimulated by, their peers.

(d) Talented students will have more worthwhile competition from their classmates, while leadership opportunities will simultaneously be opened to less able students in the normal classes, opportunities which otherwise they would never have had.

(e) Stiffer competition will reduce "smugness"among the talented; and, simultaneously, the less able will derive greater satisfaction from their work because they will no longer be

constantly outdistanced and outclassed.

3. Talented students are just as atypical as retarded or mentally defective students, and have an equal need for, and a right to, special educational opportunities in keeping with their intellectual capacities.

4. While it is true that, to a large degree, the talented student has the same kind of needs as the average student, it is also true that he possesses these common needs in a much more acute form. In addition he has a number of important unique needs and characteristics which need equal but special development. It is thus desirable that a talented student should be offered a special programme of instruction to meet these special needs.

5. It is therefore clear that any special programme for talented students must be derived from, and based on, what is known about the nature of giftedness. A special Honours programme, to be successful, must be firmly based on sound psychological and pedagogical principles concerning giftedness.

6. In regard to English, it is felt that the characteristics of the talented student which have special significance for an educational programme are:

   (a) The ability to reason, to generalize, to perceive relationships, to draw conclusions, and to formulate concepts.

   (b) The ability to learn factual material easily and quickly.

   (c) The gift of curiosity, creativity and insight.

   (d) The faculty of self-criticism and self-evaluation.

   (e) The possession of wide interests which are deep and permanent enough to ensure long attention spans.

(f) A predilection for intellectual rather than manual activity.

(g) Impatience with drill and routine.

(h) A carelessness of performance resulting from an inability to discipline his mental activity.

6. It is therefore essential that, in order to foster the full training and development of these unique characteristics of talented students while at the same time ensuring their mastery of the basic skills of communication, any effective honours programme in English must have the following specific aims;

(a) To enable superior students to become intellectual leaders by developing their ability to verbalize, to write to act intelligently, and to think at a very high level of abstraction.

(b) To enable superior students to gain a broad, deep insight into life through wide literary study; that is, to become true cosmopolitans in the true sense of the word.

(c) To develop in superior students a high level of critical thinking through an understanding of Logic, Semantics and the various branches of Linguistics.

(d) To develop in superior students the habit of reading as a major source of enjoyment and enlightenment.

(e) To develop in superior students highly critical attitudes in judging the aesthetic and informative qualities and values of the various forms of the mass media of communication.

(f) To cultivate in superior students effective study techniques and research skills.

(g) To enable superior students to become highly articulate in every form of verbal expression through the development of a forceful manner and an effective and pleasing style of speaking.

(h) To enable superior students to become aware of the rich cultural heritage of mankind, and especially of the English-speaking races, which are embodied in the great volumes of the world's classic literature.

(i) To enable superior students to become aware of, and competent in, their understanding of the various forms of literary expression in common use.

(j) To enable superior students to benefit, both personally and socially, from frequent opportunities for public speaking and social leadership.

(k) To enable the superior student to realize the worth and need for, and to develop in himself, intellectual discipline.

7. The teacher is still the key to learning, even with talented students, and the teaching of especially gifted students will thus demand the services of especially gifted and dedicated teachers.

8. It is essential that superior students should be led to accept, through whatever motivational devices can be devised, the worth and need of the work they are being asked to do.

III. SELECTION PROCEDURES FOR THE HONOURS PROGRAMME

The following procedures for identifying and selecting the students best qualified to be offered the opportunity of taking advanced

English courses is to be followed:

1. At the end of the Grade Nine year, a Record Card as shown in Appendix B will be prepared for each student entering Grade Ten the following year. These forms show all the information available both in regard to ability and in regard to achievement. They will be kept up-to-date at the end of each year throughout the student's high school career.
2. From these forms, grade lists will be prepared to show the top twenty per cent of the grade on each test, as shown in Appendix B. For the students just entering grade ten, this would give a rating on eight ability tests and ten achievement tests.
3. Those students who appear on the greatest number of these lists as being in the top twenty per cent of the grade will be selected as possible candidates for the English 10 H course. In cases of doubt, preference will be given to those students with high achievement records rather than to those with merely high ability ratings.
4. Students' names will be listed until twenty per cent of the grade have been isolated as being the top students in the grade in both achievement and ability. This list will then be circulated to the other members of the English Department who have taught these students at the junior high level. For each student on the list they will be asked to complete a personal check list as in Appendix B.
5. At the same time, if a teacher knows of any student who, in his opinion, is suitable for the Honours class but who has been omitted from the first selection, he can fill out a personal check list for that student. When this form is received by the

Head of the Department, that student's ability and achievement ratings will again be checked.

6. Any student whose personal ratings would seem to be unsuitable will be removed from the academic list, and alternative choices will be considered. Finally, in consultation with the members of his Department. the Department Head will make a final selection of the twenty per cent of the grade, who, in his opinion, are best suited to cope with an advanced English programme. If it is found impossible to select a full twenty per cent, no attempt will be made to lower the standards of the Honours class by inserting students of doubtful ability.
7. Each student on the final list will then be interviewed by the Head of the English Department to determine the attitude of the student towards participation in an Honours course. At the end of the interview, all students will be given a letter to take home to their parents. The form of this letter is given in Appendix B.
8. A date will then be set by which time the parents can arrange to see the Department Head for further discussions, or else return the letter signed to signify either their acceptance or rejection of this opportunity for their child to enter an Honours programme.
9. The final composition of the Honours class for English 10 H will then be decided.
10. The same procedure will be followed with those students passing out of grade ten into grade eleven, or from grade eleven into grade twelve, with the additional proviso that any student in the English 10 H course who has failed to make at least 50 per

cent on the course will not be allowed to register for English 20 H, nor will a student who has failed in English 20 H be allowed to enter English 30 H.

IV. THE ENGLISH 10 H PROGRAMME

The English 10 H course, as designed, follows:

Aims of the course

1. To acquaint the students with the development, nature and purposes of the following types of literature:
   (a) The great epic.
   (b) Ancient myths and legends.
   (c) Other forms of narrative poetry.
   (d) Lyric poetry.
   (e) Dramatic poetic forms.
   (f) The novel.
   (g) The short story.
   (h) Letters and diaries.
2. To enable the students to continue to develop skill and competence in effective written expression.
3. To continue the development of a pleasing and effective manner of speaking.
4. To continue to correct common errors of grammar, usage, spelling, punctuation, and pronunciation through both formal and informal activities.
5. To make the students aware of the richness of their language through a study of the development of language and an acquaintanceship with basic concepts of semantics.

6. To encourage students to find enjoyment and richness of experience through books.
7. To develop an awareness of the values and problems of the mass media of communication through a deep study of radio. TV and the movies.

General Instructions:

1. The course of instruction will be divided into study units, each unit occupying about four or five weeks, depending on the amount of material to be covered and the interest shown by the students.
2. Most of the units will be centred around some literary topic; but each unit will include a large amount of attention to related language skills such as reading, speaking, listening, writing, grammar and usage.
3. Certain texts will be prescribed as general references. mainly in the field of language. Other texts will be suggested for individual units, and these texts need not necessarily be accepted by the class teacher who will be free to select any alternative texts he may wish.
4. Each unit will contain work and activities covering all aspects of the English course, always bearing in mind the proportions laid down in section I of this chapter.

General References:

Beckoff, S., Communication-Arts Series: Radio and TV Movies

Grey, Hach, Meade, Waddell, English for Today 10

McMaster and McMaster, Creative Composition

Perrin, Corbin and Buxton, Guide to Modern English

Rich, M. I., A Study of Types of Literature

Shostak, J., Vocabulary Workshop Grade Ten

Thorndike-Barnhart, Senior High School Dictionary

Ford, Margaret L., Techniques of Good Writing

UNIT 1. The Short Story as a Literary Form

The purpose of this unit is to trace the development of the short story in America, to indicate some of the outstanding short story writers outside America, and to be aware of the types and characteristics of the short story.

Class Text:

Boyd (ed.), Creative Living 4

Rich, M. I., A Study of Types of Literature

Supplementary Reading:

Any anthology of short stories.

Stories from the magazines Cavalcade, Practical English, and International Short Story.

UNIT 2. Legends and Myths: The Great Epic

The aims of this unit are to make the students aware of the ancient legends and myths which mark the beginnings of western philosophical and religious thought, and in particular the Greek attitude to the world around them as shown in the great epics, The Iliad, and The Odyssey, and the European attitudes as shown in the tales of the early mythical heroes and the national epics.

Class Texts:

Homer, The Iliad

The Odyssey

Goodrich, N. R., Mediaeval Myths

Supplementary Reading:

Hamilton, E., The Age of Heroes

Mythology

Bullfinch, Mythology

Rich, M. I., A Study of Types of Literature

UNIT 3. Other Forms of Narrative Poetry

In this unit, the students will become acquainted with such poetic forms as ballads, the metrical romance and the metrical tale, and with such great masters of these forms as Spenser, Tennyson, and Chaucer. Since these writers have produced quite lengthy poems, the students will only study excerpts from the works of these three major writers, together with the study of readings in folk and literary ballads.

Class Text:

Mallory, Sir Thomas, The Death of Arthur

Spenser, Edmund, The Faery Queene

Tennyson, Alfred, Lord, The Idylls of The King

UNIT 4. The Development of The Novel

This unit will be devoted to tracing the development of the modern novel from the original tales of adventure and experience, through the era of the multi-volume novel, the 19th century social novel, up to the present form. Students will be asked to investigate the characteristics of the modern novel.

Class Texts:

Rich, M. I., A Study of the Types of Literature

Defoe, Robinson Crusoe

Thackeray, Vanity Fair

Eliot, Silas Marner

Dickens, Oliver Twist

Forester, C. S.,Lord Hornblower (or any other of the Hornblower series.)

Supplementary Reading:

Any other novels selected or suggested by the teacher.

UNIT 5. Dramatic Poetry

In this unit, the students will become acquainted with the poetic drama and the dramatic monologue, as the two dominant forms of dramatic poetry.

Class Texts:

Rich, M. I., A Study of Types of Literature

Browning, "My Last Duchess"

Shakespeare, The Merchant of Venice

Supplementary Reading:

Further plays by Shakespeare

Plays by modern playwrights

UNIT 6. Mass Media: Radio, TV and Movies

In this unit, attempts will be made to inculcate in the students a critical and evaluative attitude towards these powerful media of mass communication, so that they will be able to realize the dangers inherent in these instruments and also the essentials for the ethical and effective use of them to the benefit of society.

Class Texts:

Beckoff, S., Communication-Arts Series: Radio and TV Movies

Grey, Hach, Meade and Waddell, English for Today 10

Supplementary Reading:

Trade magazines of all kinds related to these three media.

UNIT 7. Letters and Diaries in Literature

In this unit, an attempt will be made to indicate the importance of personal letters and records in helping us to understand better some of the great figures of history, especially in the field of literature, and to be more keenly aware of social conditions in previous eras.

Class Reader:

Defoe, Diary of the Plague Year

Supplementary Reading:

Hazlitt's Diary

Letters of Dorothy Wordsworth

Any other collections of letters suggested by the teacher.

N.B.: This unit might be the logical place at which to introduce practice in the writing of social letters: friendly letters, letters of sympathy invitations and replies etc.

UNIT 8. Lyric Poetry

The main contribution of this unit to the course will be to review and ensure complete mastery of the elements of poetic form: rhythm, rhyme, metre, literary techniques, language techniques, etc. In addition, the student will be given a deeper understanding of the essential nature of lyric poetry and its basic element of ambiguity (or deeper meanings and relationships).

Class Text:

Rich, M. I., A Study of Types of Literature

Supplementary Reading:

As suggested by the teacher.

UNIT 9. Canadian Literature

The aim of this unit is to make the student aware of the already greath wealth of their own literary heritage in Canada, and of the efforts which have been made to develop a national literary tradition.

Class Texts:

Parker, G., The Seats of The Mighty

Kirby, W., The Golden Dog

McLellan, H., Barometer Rising

Grove, P., Over Prairie Trails

Roy, G., The Tin Flute

Smith, A. M., Canadian Poetry

Supplementary Reading:

Pacey, Creative Writing in Canada

Anthologies of poetry by such writers as Robert Service, Bliss Carmen, Archibald Lampman, Sir C. G. D. Roberts, etc.

Books by such writers as Eric Nichol, Haliburton, Mazo De La Roche etc. as selected by the teacher.

Magazine stories by Canadian writers.

Canadian playwrights.

Suggestions regarding Related Studies

1. Grammar will normally be taught functionally; but, in addition, special stress will be placed on those topics recommended for study in Grade Ten in Paul Roberts' book, Teaching English Grammar.
2. The writing programme for students in English 10H will consist of:
   (a) The monthly essay examination for all students.
   (b) Intensive practice in expository writing in relation to the literary units.
   (c) Creative writing to suit individual tastes and abilities.

3. Oral work will occupy a prominent place in all units.
4. Independent research and report writing will be used frequently as a teaching technique.
5. Practice in developing reading ability will be introduced as thought necessary. Numerous suggestions will be found in the booklet, A Suggested High School Course in Developmental Reading, prepared by the Department of English of Crescent Heights High School.
6. Semantic units dealing with complication of communication arising from improper or inexact word usage will be introduced as frequently as possible during the course.
7. Instruction in such basic skills as spelling and punctuation will be taught both formally and informally as found desirable or necessary by the class teacher.

V. THE ENGLISH 20 H PROGRAMME

The English 20 H course, as designed, is as follows:

Aims of the Course

1. To broaden the literary background of the students through a study of representative selections from British and American literature.
2. To deepen the understanding of the students when studying great literary works.
3. To make the students more aware of the place of newspapers as a means of mass communication in society, and to enable them to be aware of the dangers inherent in the power of the newspapers to influence public opinion.
4. To continue improving the ability of the students to use their

language effectively and attractively both in speech and in writing.

5. To become aware of some of the outstanding writers in past and present ages.

General Instructions

The general arrangements for administering and teaching this course are the same as for English 10 H.

General References:

Grey, Hach, Meade and Waddell, English for Today 11

McMaster and McMaster, Creative Composition

Perrin, Corbin and Buxton, Guide to Modern English

Shostak, J., Vocabulary Workshop Grade Eleven

Thorndike-Barnhart, Senior High School Dictionary

Ford, Margaret L., Techniques of Good Writing

UNIT 1. An Introduction to American Literature

The aim of this unit will be to show, through the study of selected texts, the presence of certain threads throughout American literature, threads which reflect the basic elements of American culture and the American way of life. These elements are: the Frontier spirit, the Puritan spirit, the transcendental attitude towards Man, the revolutionary spirit, the influence of the business mentality.

Class Texts:

Hawthorne, N., The Scarlet Letter

Twain, Mark, Huckleberry Finn

_____, The Mysterious Stranger

Whitman, W., Leaves of Grass and Democratic Vistas

Dreiser, A., An American Tragedy

Miller, A., Death of A Salesman

Whichler, S. and Ahnebrink, 12 American Poets

Supplementary Reading:

Inglis, Gehlman, Brown and Schramm, Adventures in American Literature

James, H., The Ambassadors

_____, Daisy Miller

Twain, Mark, Short Stories

Steinbeck, J., The Pearl

Other stories at the discretion of the teacher.

UNIT 2. English Literature: The Beginnings

This unit is concerned with the story of English literature up to and including the appearance of the new English language of Chaucer as a result of the blending of the Anglo-Saxon and the Norman influences.

Class Texts:

Anonymous, Beowulf

Chaucer, The Canterbury Tales (Selections as chosen by the teacher, together with recordings).

Folk Ballads

UNIT 3. English Literature: The Golden Elizabethan Age

The central theme of this unit will be to show the first appearance of two trends which eventually resulted in the creation of modern English literature:

(a) The influence of the classical age through the effects of the Renaissance on prose, poetry and drama.

(b) The birth of a native English literary tradition through the the alteration and perfecting of foreign literary forms by English scholars.

Class Texts:

Spenser, Edmund, The Faery Queene (selections)

Shakespeare, W., Julius Caesar or Richard II

Inglis, Stauffer and Larsen, Adventures in English Literature, Chapter 4, p. 120.

Supplementary Reading:

Marlowe, C., Dr. Faustus

_____, Tamburlaine

Shakespeare, W., Macbeth

_____, Sonnets

Bacon, F., Essays

Beaumont and Fletcher, Knight of the Burning Pestle

UNIT 3. English Literature: The 17th and 18th Centuries

This unit will include the decline of literature after the Elizabethan period and the gradual revival after Goldsmith. Emphasis will also be given to the growing importance of drama and the theatre.

Class Texts:

Inglis, Stauffer and Larson, Adventures in English Literature pp. 217 - 351.

Supplementary Reading:

Novels, essays, short stories and poetry by any of the following authors: Milton, Pepys, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, and Sheridan.

Swift, Gulliver's Travels

Goldsmith, She Stoops to Conquer

Sheridan, The Rivals

_____, The School For Scandal

Pepys, Diary

UNIT 4. Mass Communication Media: Newspapers

This unit will follow logically from the previous unit, which would have included the introduction of newspapers and the first great editors, Addison and Steele. In this unit, the student will study deeply and in breadth the world of the newspaper (its preparation, its distribution, its sources of news, syndicates etc.), and its importance in society Students will be enabled to develop a critical and selective attitude in their approach to newspaper news.

Class Texts:

Beckoff, S., Communication - Arts Series: Newspapers

Grey, Hach, Meade and Waddell, English for Today 11

Supplementary Reading:

Keir, D., Newspapers

Compton, H., Newspapers

Robbins, A. P., Newspapers Today

Lent, H. B., I Work on a Newspaper

Dale, E., How to Read a Newspaper

UNIT 5. English Literature: The Romantic Period

The instruction in this unit will take the point of view that, just as the Elizabethan Period might be regarded as the golden age of the drama, so this period might be looked on as the golden age of poetry. Thus, the main emphasis will be on the Romantic poets, in an attempt to explain clearly exactly what was meant by the Romantic movement in literature.

Class Text:

Inglis, Stauffer and Larson, Adventures in English Literature

pp. 316 - 452

Selections from the works of Gray, Blake, Burns, Wordsworth,

Coleridge, Lamb, Scott, Byron, Shelley, Keats, Southey and Hood.

Supplementary Reading:

Harrison, G. B. (ed.), Modern British Poets, Vol. II

UNIT 6. English Literature: The Victorians

This unit will depict and explain the change from the richness of the Romantic period to the rigidity and lack of fire of the Victorian period, together with the growing awareness of social problems and the appearance of social novels and other literature.

Class Texts:

Inglis, Stauffer and Larson, Adventures in English Literature, pp. 452 - 550.

Dickens, The Pickwick Papers

Hardy, T., The Return of The Native, or, The Mayor of Casterbridge

Stevenson, R. L., Treasure Island, or, Kidnapped

Supplementary Reading:

Works by any of the authors mentioned in Adventures in English Literature as selected by the teacher.

UNIT 7. The History of the English Language

Since the Victorian period saw the standardization of the English language through the formulating of rigid systems of grammar, and since the same period saw the beginnings of the scientific study of languages in the new science of linguistics, this unit would seem to fit most logically into this position in the course outline.

The study will include:

(a) A brief study of the origins of language.

(b) Particular attention will be given to the development of the Indo-European languages, especially the language we now call English.

Class Text:

Baugh, A. C., A History of the English Language

Supplementary Reading:

Individual research activities in the school library, which possesses a rich reference section on the history of language.

UNIT 8. English Literature: The Modern Period

This unit will introduce the student to some of the more prominent literary figures in the field of poetry, the novel, the short story and drama in the twentieth century.

There will also be some attention to the modern trend towards literary criticism and other non-fiction forms of literature.

Class Text:

Inglis, Stauffer and Larson, Adventures in English Literature, pp. 551 et seq.

Supplementary Reading:

As selected by the class teacher. It is recommended that at least two selections should be made from each of the areas of fictional and non-fictional literature of the present century.

UNI T 9. New Approaches to Language and Grammar

Just as the rich flowering of the English language during and after the Elizabethan period made necessary the eventual ordering of the language and of usage through the development of what is today called traditional grammar, so the rapid expansion and diversification of the English language in the twentieth century has encouraged the investigation of other systems of language organization, what is sometimes called structural grammar. This unit will attempt to give the student an understanding of the principles and condepts underlying these new systems,

with a view to increasing the competence of the student in handling and understanding the very complex structural nature of his language.

Texts recommended for use by the teacher for this unit are:

Francis, W. N., The Structure of American English

Roberts, P., English Sentences

Suggestions Regarding Related Studies

As for the English 10 H course, work in such areas as writing, speaking, listening, grammar and word usage will form a part of all unit studies. As indicated earlier, in the English 20 H course the division of time between language and literature content will be 50-50. All students will still write the monthly essay examinations set for the whole grade; but, in addition, they will perform other major writing assignments, including research papers and reports, as the teacher may require.

Grammar, punctuation and spelling will still be taught largely on a functional basis, although it may be advisable to increase the formal instruction so as to provide more definite intellectual discipline at this level. Formal work in grammar will again be taken from Paul Roberts' book, The Teaching of Grammar, so as to deal with those items recommended for study in grade eleven. Oral work too should receive increasing attention, especially the more formal aspects or oral training such as public speaking, giving reports and debating. Work in semantics should continue as the opportunity arises;and the locally-prepared course in developmental reading will still offer many worth-while suggestions for work in this field. In regard to reading, emphasis should be increasingly on deeper understanding and comprehension, together with increased speed. At this level, the mastery of different reading speeds for different situations might also be introduced, together with training in such speed devices as skimming and spot reading.

VI. THE ENGLISH 30 H PROGRAMME

Since the grade twelve year is an examination and a graduation year for most students, much of the prescribed grade twelve English course is little more than an intensive review of almost all that has been done in the past two years: language mastery, the essay, the short story, the drama, poetry, the Shakespearean tradition. The honours course therefore must still cover this material in the immediate interest of the talented students from an examination point of view. But in addition, the aims of the honours programme will be completed by the addition of two other units: a unit giving a detailed and comprehensive coverage of the whole of the traditional approach to grammar with its specialized terminology, and a unit on Australian literature which will complete the background coverage of the Anglo-Saxon tradition in literature.

Since, by this time, it is expected that students who have already spent two years in the honours programme will be permitted a considerable amount of freedom in regard to study procedures, no unit order will be established for the English 30 H course. The teacher will be given the privilege and the freedom to arrange the course coverage in whatever order seems best to him. Therefore, all this unit outline will do is to indicate what work has to be covered, with suggestions as to texts that might be useful for the student.

Prescribed Texts:

Coutts, Chalmers, Meade, Salter, and Waddell, Thought and Expression

Shakespeare, W., Macbeth or Hamlet

Perrin, Corbin and Buxton, Guide To Modern English

Thorndike-Barnhart, Senior High School Dictionary

Recommended Additional Texts:

Shostak, J., Vocabulary Workshop Grade Twelve

Beckoff, S., Communication-Arts Series: Magazines

Dickinson, Leon T., A Guide to Literary Study

Abrams, M. H., A Glossary of Literary Terms

Ewers, J. H., Creative Writing in Australia

Stuart, D., The Drive

Stow, R., To The Islands

Clarke, M., For The Term of His Natural Life

Boldrewood, R., Robbery Under Arms

Curme, G. O., English Grammar

The following units are included as part of the prescribed examination curriculum:

UNIT 1. The Essay

UNIT 2. The Short Story

UNIT 3. The Story of Drama: For the Honours class, special attention will be given to a fuller treatment of the history of drama.

UNIT 4. The Shakespearian Tradition:This unit will include a study of a prescribed play together with an understanding of the Elizabethan theatre and its position in Elizabethan society.

UNIT 5. Poetry: This unit includes both a study of poetic forms and a study of poetic selections.

The following are the additional units:

UNIT 6. Australian Literature: Through four selected class reading texts, this unit will attempt to indicate the main threads of literature peculiar to the Australian scene: the penal origins of the nation, the outback, the aborigines, the

early lawlessness. The four texts selected as class readers are:

For the Term of His Natural Life

Robbery Under Arms

The Drive

To The Islands

In addition, students will also be given Ewers' Creative Writing in Australia as a general reference.

Professor T. Inglis Moore, Associate Professor of Australian Literature in the Department of English at the Australian National University at Canberra has agreed to supply copies of his course lecture notes on whatever authors a teacher might wish to deal with in some detail. He has supplied a full list of the fifty lectures he gives in his course on Australian Literature, and notes on any of these will be supplied on request.

UNIT 7. Review of Traditional Grammar: This unit will be based on Curme's English Grammar, and will consist of as full and as formalized a summary of the entire traditional terminology as is possible in the time available.

Related Studies

Work in such skills as reading, writing, and speaking will continue as in the two previous Honours courses. Formal work in grammar will again be based on the applicable sections of Teaching English Grammar .

Every effort should be made to complete this course by the beginning of June, so that the students may benefit with the rest of the student body from the one or two three-hour English Departmental Examinations given early in June as preparation for the Departmental examination taken later in the month.

CHAPTER VII

CONCLUSION: LOOKING TO THE FUTURE

A definite course of instruction has been devised, based on sound and verifiable principles of psychology and pedagogy. It has been found possible to make specific recommendations in regard to the basic principles and beliefs underlying the Honours courses; an effective method of identifying and selecting the most talented students to participate in these courses has been devised; and the content of each of the courses has been planned to meet, as fully as is possible without actual classroom experience to test it, both the demands of Departmental examinations and the special long-term needs of talented students.

It has not been possible to make very definite recommendations regarding teaching techniques for use in Honours classes. Nor has it been possible to include initially such desirable feature of an advanced English programme as some form of acceleration, or devise levels of enrichment.

The programme as herein set up is to be introduced in the 1965-66 school year. As the programme unfolds, it is hoped that the teachers involved will be able, gradually, to write into the programme much more detailed instructions and procedural techniques for each unit in keeping with their experiences as they teach the various sections of the course.

In practice, of course, this experiment will never end. Education is a dynamic process, and for many years to come this programme will have to be amended in the light of further knowledge derived from expert

experiment and investigation, and of our own experiences.

But it is felt that the programme as here outlined goes a long way to satisfy the goals established for it. and to offer to the students full opportunity to further to the full not only their own interests but also the well-being of the society of which they are so important a part.

APPENDIX A: BIBLIOGRAPHY

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APPENDIX B: MISCELLANEOUS FORMS

CHECK SHEET USED FOR IDENTIFICATION OF TALENTED STUDENTS IN BALTIMORE COUNTY SCHOOLS

REPORT OF PUPIL ABILITIES AND CHARACTERISTICS

Name.....Age.....Grade.....Birth Date....
Teacher.....Group IQ.....Individual IQ.....

Standardized English Tests:
Mechanics %ile..... Effectiveness %ile.....
Reading Comprehension %ile..... Vocabulary %ile.....

English Grades: 7..... 8..... 9.....

Characteristics:	RATING			
1. Personality Characteristics:	low	average	high	superior
----------Maturity	...	.....	....	.....
----------Initiative	...	.....	....	.....
----------Industry	...	.....	....	.....
----------Emotional Stability	...	.....	....	.....
----------Cooperation	...	.....	....	.....
----------Social Adaptability	...	.....	....	.....
II. Intellectual Characteristics:				
----------Intellectual Curiosity	...	.....	....	.....
----------Independence of Thought	...	.....	....	.....
----------Ease of Learning	...	.....	....	.....
----------Ability to Think Logically	...	.....	....	.....
----------Ability to Generalize	...	.....	....	.....
----------Imaginative power	...	.....	....	.....
----------Ability to work independently	...	.....	....	.....
III. Characteristics Important to the Study of English:				
----------Vocabulary	...	.....	....	.....
----------Interest in Reading	...	.....	....	.....
----------Evidence of Wide reading	...	.....	....	.....
----------Poetic Appreciation	...	.....	....	.....
----------Interest in discussion	...	.....	....	.....
----------Clarity of Expression	...	.....	....	.....
----------Mechanical correctness	...	.....	....	.....
----------Ability to write interestingly	...	.....	....	.....
----------Fluency	...	.....	....	.....

CHARACTERISTICS OF PUPILS WHO ARE SUPERIOR IN LANGUAGE ARTS
(as ued in the Baltimore County Schools)

1. INTELLECTUAL TRAITS
   - A. Ability to comprehend abstract ideas.
     Recognition of abstract terms in literature.
     Effective use of abstract terms and concepts in speaking and writing.
   - B. Ability to generalize.
     Attainment by induction of definitions and generalizations in areas of grammar, spelling, word attack and literary forms.
   - C. Ability to organize.
     Organization of pertinent material preparatory to speaking or writing on a topic, issue or problem.
   - D. Capacity for intellectual curiosity.
     Desire to do independent research in areas of interest.
     Interest in language arts techniques.
     Interest in different philosophies of life and psychological interpretations.
   - E. Capacity for extensive interests.
     Development of wider range of reading interests.
     Response to new language concepts and experiences.
   - F. Capacity for creative and imaginative thought.
     Breadth and depth of vicarious experiences through literature.
     Imaginative use of language in daily expression.
   - G. Ability to make comparisons, contrasts, analyses.
     Understanding interrelationships among literary works and techniques.
     Using comparisons, contrasts and extended analysis in oral and written expression.
   - H. Ability to grasp ideas quickly.
     Interpretation and integration of that which is read and heard.
   - I. Ability to understand and use intricate and complex concepts and skills.
   - J. Ability to use a logical and orderly approach in critical thinking.
     Extended investigations and arrival at sound conclusions in preparing for speaking and writing.

2. PERSONAL CHARACTERISTICS AND ATTITUDES
   - A. Impatience with routine assignments and drill related to accuracy in grammar, mechanics, and research.
   - B. Sense of humour.
     Appreciation of types of humour in literature and speech.
     Use of devices to achieve humour in writing and speech.
     An understanding that humour is a comment on life.
   - C. Power of Self-criticism.
     Intelligent criticism of their own oral and written work.
     Objective analysis of themselves.
   - D. Desire to work independently in planning, selecting, and developing language activities of all sorts.
   - E. Ability for outstanding leadership.
     Initiative in planning group work, discussions, and class work.
     Participation in extracurricular activities related to language arts.

F. Power of self-motivation.
Desire to do extended research.
Wide range of personal reading.
Selection of topics for study
Interest in original creative work.
G. Ability to work well with adults and peer groups of own ability level.
Utilization of adults as resource people in language arts activities.
H. Capacity for aesthetic appreciation.
Recognition of relationship of literature to other arts.
Development of an appreciation of our cultural heritage.
I. Tendency to question and challenge established conventions and ideas.
Desire to learn for themselves why a piece of literature is recognized as good.
Challenge of adult opinions about literature and grammatical structures.
J. Alertness and keenness in observation in writing and speaking; insight into the problems and actions of people both in literature and life.
K. Ability to memorize and retain material.
L. Ability to concentrate on, one idea longer than the average student.
M. Tendency to be individualistic.
N. Tendency to make premature generalizations; over-eagerness to reach a generalization before getting all the facts.
O. Impatience with group work with slower children.
P. Tendency to be overcritical.
Q. Tendency to procrastinate.
R. Tendency to rationalize.

3. CONTROL OF COMMUNICATION SKILLS
A. Use of more extended and more difficult vocabulary.
B. Tendency to read intensively and extensively more difficult material.
C. Ability to become interested in language <u>per se</u>.
D. Experimentation with words
E. Ability to understand and use metaphorical language.
F. Ability to communicate one's ideas with clarity.
G. Ability to write creatively and imaginatively.

4. AREAS OF INTEREST IN LANGUAGE ARTS
A. Word study and vocabulary development.
B. Structure of Language.
C. Discussion
D. Dramatizations.
E. Subtle forms of humour in literature.
F. Intensive analysis of literature.
G. Extensive reading for personal pleasure.

H. Experimentation with various written forms.
I. Opportunities to pursue interests in particular authors and themes of literature.
J. Enjoyment of aesthetic appeal of literature (rhythm, imaginative use of language, form).
K. Creative aspects of English
L. General semantics

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Honors Program: Teacher Recommendation Form

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania
May, 1960

School_____ Teacher's name_____

Recommendations for_____grade

Honors_____
(subject)

1	2	3		4		5	6
NAME OF NOMINEE	FIRST SEMESTER GRADE IN SUBJECT	STANDARDIZED ACHIEVEMENT Name, Norm	%ile	STANDARDIZED ACHIEVEMENT Name, Norm	%ile	TEACHER RECOMM.	COMMENTS

SUGGESTED THEMES FOR ENGLISH HONOURS
COURSES, 1960-61. EVANSTON HIGH SCHOOL

COURSES	SUGGESTED THEMES
1 English (H)	National Differences Orientation to The Library Nature of the epic Tragi-comedy Biography What makes an Explorer? Personal Leadership Revolutionary ideals
2 English(H)	Symbolism Foreshadowing Elements of Human Behaviour Building a Personal Philosophy of Life Mythology Love
3 English (H)	The Nature of Man The Dignity of Man Man's Search for Individuality and Identification Man's Social Quest for Responsibility The Nature of Tragedy Humour in Literature The Improvability of Man The Triumph of Man The Vulnerability of Man
4 English (H)	Tragedy Classicism Romanticism Realism Naturalism Neo-Romanticism Development of Language

NB: Each unit might consist of several units of study, dealing either with the literature or language.

DEPARTMENT OF ENGLISH — STUDENT RECORDS

Name---------- Academic Programme----------

Class: 19 -19----- 19 -19 ----- 19 -19----- 19 -19----- 19 -19---

1. I.Q. rating -----

2. D.A.T. Tests (Grade 9):
   Language Usage.A.Spelling -----
   B.Sentences-----
   Verbal Reasoning -----
   VR + NA (general ability) -----

3. S.A.T. Tests (Grade 9)
   Verbal: Raw Score -----
   Stanine -----
   Total Percentile -----
   Co-operative English Tests ----
   Total English Grade X -----
   " " Grade XI -----
   " " Grade XII -----

Grade 7. Language -----
Literature -----

Grade 8. Language -----
Literature -----

Grade 9 Departmental Exam.
Letter Grades: Language -----
Literature -----
Reading -----
Stanines: Language -----
Literature -----
Reading -----
Aggregate -----

English 10 -----
English 11 -----
English 20 -----
Language 20 -----
Literature 20 -----
Literature 21 -----
English 30 -----
English 33 -----

COMMENTS

LETTER TO STUDENTS AND PARENTS REGARDING
PARTICIPATION IN AN HONOURS PROGRAMME

Crescent Heights Senior High School
Department of English
Medicine Hat, Alberta

Date.....

HONOURS PROGRAMME

Dear Student:

You are being considered as a possible candidate for the Crescent Heights Honours Programme in English in Grade..... . In order to help you and your parents decide whether you can profit from such a programme, we have tried below to answer some of the questions you would probably like to raise.

1. Why am I Being considered? On the basis of your scores in intelligence, ability and achievement tests in your previous grades, together with the recommendations of your teachers and counsellors. On the basis of these reports, you have been singled out as having superior ability in English.

2. How will the final choices be made? Only a limited number of students can be chosen for the Honours class. After we have fully studied your record and, if you wish, talked the matter over with you and your parents, we will select the top twenty per cent of the grade (that is, about 25 students) who not only show the greatest ability and highest achievement on the greatest number of the tests considered, but who also show a strong desire to enter such a programme.

3. What is the Honours Programme? It is a special programme for superior students who will be given the chance to work together in special classes. The usual honours class will have comparatively little work on the simple fundamentals of English: it is assumed that you will already have mastered these basic skills. Instead there will be more emphasis on creative work, independent research, and advanced study in the field of literature and language.

4. What disadvantages are there? It is reasonable to suppose that the work demanded of you will take up more of your time. It will call for a greater amount of reading, independent research, and studying.

5. What advantages are there? If you continue to do the Honours level work which we expect, you will automatically qualify for Honours grades or A grades at the least, through the scaling procedures that will be used. You will be in a class with students of similar ability to your own. You should find the work more interesting, challenging and rewarding. You should learn much more about the subject, and you will be doing advanced work. Your membership in an Honours class will be noted in your permanent record through the

issue of a certificate at the time of your graduation. For the most part, of course, how much you get from your Honours courses will depend on yourself and how much you put into them.

6. <u>If I am chosen this year, does that mean I'll always be included in the Programme. If I am not chosen this year, will I have another chance?</u> Membership in this programme is a privilege that you must constantly earn and deserve. All honours classes are reformed each year. Changes are made if the student feels the work is too difficult for him or if the teacher feels there are others more deserving.

7 <u>How do I indicate my interest?</u> Talk it over with your parents. On the basis of your common decisions, have them encircle "yes" opposite the course for which you are being considered if you both decide you want to take the honours course indicated; and "no" if you both decide you should not take the honours course. Have your parents sign this letter, and bring it back to the Head of the English department as soon as possible.

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Student's Name.....

COURSE		DECISION	
English 10 H	(Grade 10)	Yes	No
English 20 H	(Grade 11)	Yes	No
English 30 H	(Grade 12)	Yes	No

Parent's signature.....

APPENDIX C: CHARTS

CHART TO SHOW RANK ORDER OF THE TALENTED TOP TWENTY PER CENT OF THE GRADE TEN POPULATION IN CRESCENT HEIGHTS HIGH SCHOOL

N.B. The numbers used at the head of each column indicate the following tests:

1. Cooperative English Test: Vocabulary
2. " " " : Level of Comprehension
3. " " " : Speed of Comprehension
4. " " " : Total Reading
5. " " " : English Expression
6. " " " : Total English
7. Grade IX English stanines
8. Grade IX aggregate stanine
9. Group IQ

The signs against the place ratings have the following significance:

number with no sign: indicates the student ranks in the top 10% of that test.
number with #: indicates the student ranks in the top 11 - 15% on that test.
number underlined: indicates the student ranks in the top 16 - 20% on that test.

Student Number	1	2	3	4	5	6	7	8	9
1	15#		17	14#	2	6	2	1	2
2	7	13#	4	5	3	2	2	1	2
3	11#	7	11#	8	7	7	9	1	6
4	3	1	1	2	3	1	1	1	9
5	2	7	4	3	9	4	7	1	3
6	10	13#	17	8	8	7	20		
7	5	7	4	4	6	2	7	1	1
8	6	13#	7	5	11#	7	15#	19	
9	1	7	2	1	19	7	9	12#	14#
10		1	7	17	3	7	2	1	9
11	16#	16	7	11#	1	4	9	19	
12	13#	1	13#	11#	9	12#	2	12#	
13	9	1	13#	7	19	13#			
14		16	3	14#	15#	14#	15#	12#	
15	16	11#	19	12#	16#	9	1		
16	16#			20	12#	17	9	1	8
17		16			15#	20		18	
18	18		15#	17				19	
19	13#	1	20	14#	19	17	18		14#
20	8		20	8	19	14#	18	12#	

Student Number	1	2	3	4	5	6	7	8	9
21	4			11#		17			
22	11#				12#				
23	18						20		
24	18								
25	18	7				20			17
26		1						19	
27		7							
28		16							
29			7						
30			15#						
31			17				20	1	
32					15#				
33					18				
34							2	12#	9
35							9	1	4
36							15#	12#	7
37									4
38									9
39									17
40									17
41									17
42									17

CHART TO SHOW RANK ORDER OF THE TALENTED TOP TWENTY PER CENT OF THE GRADE ELEVEN POPULATION AT CRESCENT HEIGHTS HIGH SCHOOL

NB: The key is the same as for the previous chart.

Student Number	1	2	3	4	5	6	7	8	9
1	1	1	5	1	5	2	1	1	2
2	3	10	5	8	4	2	1	1	13#
3	3	1	2	1	24	7	8	1	20
4	6	8	8	3	22	10	8	6	
5	6	10	8	5	1	1			1
6	19#	1	1	5	2	2	1	1	25
7	2	26	8	8	5	4	1		
8	5	4	3	3	22	7	13	17#	8
9	8	10	10	8	13	7	19	17#	
10	19#	4	5	10	17#	10	4	6	25
11	11	19			3	10	8		5
12	11	10		23	8	10	13#	17#	
13		4	3	16#		6	19	6	13#
14	14#	8	10	10		23	13#	17#	8
15	14#	4	25	19#		23	4	6	13#
16	14#	10	10	10					
17		10	10	19#					8
18			10	10	24	16#	19	17#	
19	14#		15#	16#	24	20			
20	8	19		10		20		17#	25
21	8		26	16#	17#				20
22		10			20	23		17#	25
23			26	23	8	10		17#	
24			26	23			13#	6	13#
25	24				5	10		17#	
26	14#			21	13	16#			
27		19					19	17#	8
28			15#			20	13#	17#	
29	11						19	17#	
30	10				17#				7
31		15#	19	10					
32			26		12	16#			
33					13			17#	25
34					24		4	6	

Student Number	1	2	3	4	5	6	7	8	9
35				21				6	2
36			26		20			6	
37		19	15#					17#	
38	22#					16#	19		
39		26						17#	13#
40	24#		26	23					
41						23	8		
42	24#								5
43	19#								8
44			23						25
45				24					20
46		19						17#	
47		10							
48					5				
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51							8		
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64		19							
65		19							
66		19							
67		19							
68					24				
69									20
70									20

Student Number	1	2	3	4	5	6	7	8	9
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